

# Teaching and Learning Continuum

The document below incorporates feedback received from 3/4/21 JI Equity Driven Leadership work:

| 1  | 2  | 3  | 4  | 5   | 6   |
|--|--|--|--|---|---|
| An Exclusionary Institution  | A “Club” Institution   | A Compliance Organization  | An Affirming Institution   | A Transforming Institution  | Fully-Inclusive Antiracist Multicultural Organization in a Transformed Society  |
| A. Teachers determine what should be taught in isolation and absent from robust, standards aligned, grade level expectations resulting in incoherent practice and persisting underachievement. | Teacher “moves” (pedagogy) replaces rigorous standards aligned instruction as the central mechanism for improving instructional outcomes for Black and Brown students. | Establishes and articulates shared values for ensuring grade level work across subjects for all students through teacher utilization, & internalization of high quality standards aligned materials.             | All levels of the organization disclose instances and opportunities to repair harm from withheld teaching and learning opportunities for people of color. All members of the community are grounded in a well developed sense of racial identity and are resilient when problems, misunderstandings, or harm arises. | Conflict is generative and built into the instructional cycle for students and adults including planning, teaching, analyzing, and adapting. Either/or instructional decision- making is replaced with both/and protocols from diverse perspectives.                                  | At Freire Schools, learning is multilateral -- all members of our learning community are both learners and teachers. Everyone who works at Freire Schools is an educator who believes that all students can achieve, graduate from college, and be agents of positive change. Every member of the school community utilizes their role and relationships with students to amplify this possibility. |
| B. Data is collected without a clear focus on what it is for, or how to use it to improve instruction.   | Data is weaponized rather than actionable.   | Data is used to determine who is reading, writing, & meeting grade level standards and why or why not.<br><br>But...<br><br>There is little to no change in institutional, cultural, or instructional practices. | Data is streamlined, purposeful, and actionable at all levels. Extraneous assessment is replaced with practice that builds stamina and skill.<br><br>Professional learning aligns the instructional priorities of the district, building level leaders, and classroom teachers.                                      | Data is used in conjunction with High quality Professional learning, coaching, observation, and feedback cycles that are consistently practiced, and grounded in belief in the intellectual capacity of Black and Brown children to successfully engage with robust grade level work. | Freire Schools creates opportunities for students to shatter the boundaries and ceilings created by institutional and structural racism, as a result data reflects a college-preparatory environment both in how it is used and discussed. Our students are limitless -- able to achieve all that they put their minds to.  |
| C. Race is replaced by poverty as central to school improvement initiatives.   | Engages issues of social justice as if racism existed in the past without making a connection to current local, national, global contexts.                             | Conversations about race are dependent upon common interests, popular culture, or shared backgrounds rather than   | Black and Brown students are given consistent opportunities for positive identity development by diving deeply into fearless writing opportunities in  | Rigorous & racially relevant writing across content areas is embedded, celebrated, and funded in order to foster critical thinking, visioning, invention, and leadership  | Freire Schools builds the conditions, in every content and aspect of the community, that ensure students have exposure and awareness of history and   |



## Teaching and Learning Continuum

|   |  |  |   |   |   |
|---|--|--|---|---|---|
|   | <p>Representative materials are introduced below their intended or designed grade level in an attempt to be diverse.</p>   | <p>academically robust shared learning experiences.</p> <p>Writing is introduced to bolster self-actualization</p> <p>But...</p> <p>It is not grounded in grade level text</p>   | <p>which they define self, nurture resilience, engage others, and share vision.</p> <p>And...</p> <p>That writing is grounded in rich grade level text that is worthy of students time and attention.</p>   |   | <p>current events in a way that highlights identity and fosters pride among Black and Brown students. Students are critical thinkers who are able to communicate in multiple modalities such as; speaking, listening, and writing, the skills to interrogate the validity, bias, and intent of all materials so they are skilled at naming, embracing, and addressing conflict in ways that generate positive solutions and honor differing perspectives.</p> |
| <p>D. Children are identified by <b>academic deficits</b> void of the funds of knowledge that come from their diverse backgrounds and can benefit the learning environment.</p> <p>Ruinous empathy is evident in providing Black and Brown students with below grade level work and justified as “meeting children where they are.”</p> | <p>Student achievement is replaced with academic growth without examining exclusionary instructional practices (such as providing below grade level work) impacting Black and Brown students</p> | <p>Through coaching, some leaders and instructional staff have a developing awareness of funds of knowledge that come from diverse student and staff backgrounds that can benefit the learning environment.</p> <p>But,,</p> <p>Teacher coaching emphasizes pedagogy over standards alignment,</p> | <p>Through consistent and ongoing coaching, assumptions about what every student needs are replaced with informed, asset based, approaches to affirming the diverse and varied funds of knowledge that Black and Brown students bring with them to school in support of mastering grade level, standards aligned work..</p> | <p>Student supports are diverse and varied utilizing input on academic and non-academic factors, strengths, and opportunities, grade level learning targets, community involvement, family input, home of origin values, and history.</p> <p>Teacher coaching and development is coherent and aligned to providing support for robust, standard aligned work.</p> | <p>Freire Schools serve students’ individual needs by creating and implementing the necessary supports for their achievement. Every adult is supported through coaching and development and encouraged to seek opportunities to collaborate to help students achieve no matter what and are empowered and skilled to connect students to the support they need.</p>   |
| <p>E. Class offerings that are connected to a college-preparatory environment, such as; Advanced Placement programming or rich grade-level texts are non-existent for students of color.</p>  | <p>Critical thinking is relegated to class-based discussions that are not grounded in grade level text or tasks that are worthy of students’ time and attention.</p>                             | <p>Limited enrichment opportunities are considered for a small group of Black and Brown students who adhere to white dominant cultural norms (i.e. elective courses).</p>  | <p>Robust academic enrichment programming opportunities are provided for Black and Brown students on a consistent and ongoing basis.</p>  | <p>Leadership opportunities include pulling apart difficult ideas, and social constructs within standard aligned, grade level texts and tasks that require argument, defense, &amp; extrapolation within (and eventually beyond) the cannon.</p>  | <p>Freire Schools’ meaningful and rigorous college-preparatory content sets conditions for students that empower them for a life of leadership and to actualize the goals they’ve set for themselves. We succeed every day in our work to foster critical thinkers, visionaries,</p>  |



## Teaching and Learning Continuum

|   |  |  |   |  |  |
|---|--|--|---|--|--|
|   |  |  |   |  | inventors, and leaders ready to build the future.  |
| F. Social justice is not connected to the instructional conversations within classrooms.  | Social justice conversations are centered on poverty rather than race in an attempt to avoid white discomfort  | Issues of injustice are acknowledged as opportunities for shared reflection, communication, and collective grief when local, national, and global incidents occur.   | Engages issues of social justice as coherent and connected topics within the larger curricular framework through meaningful grade level reading & writing.                        | Opportunities to deconstruct whiteness are embedded into the instructional activities, and conversations in order to decenter whiteness as the culture of aspiration and acceptability.  | Using aligned content as our North Star, teaching and learning at Freire Schools is a political act <sup>1</sup> . Content design is purposeful, including diverse voices and multiple vantage points to cultivate consciousness around racism and prevent the amplification of oppression in our schools.   |
| G. Policies center on student compliance in the absence of robust academic coursework.  | Instructional conversations are heavily compliance based adhering to norms that maintain master and servant dynamics within the classroom.                           | Representative materials are utilized and discussed in professional learning communities<br><br>But...<br><br>A coherent process for determining placement within the instructional scope, utilization of high quality text dependent questions, and grade level writing tasks are absent. | Inclusive instructional conversations are grounded in grade level exemplars, student work samples, and targeted plans for reteaching for mastery.                                 | Professional Learning Communities consistently include review, sharing, and celebration of student exemplars of robust writing across content areas that demonstrate grade level articulation and understanding of complex ideas. These exemplars are regularly shared & celebrated within the larger Freire community of teachers and students. | Using aligned content as our North Star, Freire educators intentionally inspire, uplift, and celebrate our students, promote diversity in culture and perspective, and foster humanity for all. This allows students -- especially students who have historically been oppressed -- to see themselves and their potential in the texts they read, the tasks they complete, and the activities in which they participate. |
| H. Academic policy is largely static and based upon white dominant norms. with limited (or no) input from Parents, Black and Brown staff and students before implementation | Student experience is considered when making academic policy. Parents are encouraged to provide feedback through engagement practices that yield small sample sizes. | Revised academic policy is communicated through school leaders. The school's leadership team is diverse and intentionally crafted to support equity of input. Parent and student input is gathered while not   | Strategic parental engagement processes that involve new means of gathering input, and providing 2 way communication are used consistently in which the goals of anti-racism, and | Yearly Instructional improvement plans include representative parents at each school sight, who review data, ask questions, and provide input around the goals and actions steps within the plans.   | Families and community members are partners in the design of our educational program, participating in building experiences and coursework that best serves our students. Freire students and families see themselves  |

<sup>1</sup>When we say teaching is a political act, we are not referring to partisanship. Rather teaching is political as it involves people, future generations, and decisions about what is taught and how it is taught. There is an inherent necessity in education to expose students to a multitude of ideas, theories, historical perspectives and current events -- and to develop in them the ability to think critically, ask tough questions, question the validity of media and other sources, listen to opposing viewpoints, form their own opinions, and advocate for their positions. Freire Schools' commitment is to teach without bias or judgment so that students may make their own meanings and are prepared to be agents of positive change as they build the future.



## Teaching and Learning Continuum

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  | But...<br>Black and Brown staff are relegated to non-academic aspects of policy generation, articulation. | consistently or effectively acted upon. | academic achievement are clearly connected. |  | as knowledgeable contributors in Freire education and know community input and feedback will be valued and incorporated in the decisions made within our classrooms and network. |
|--|---|---|---|--|--|

