RESEARCH-INFORMED PRACTICE THAT ACCELERATES STUDENT LEARNING

Identify, activate, and build on student strengths.

- Empower students.
- Support development of self-regulation skills.
- Boost social skill development.
- Expect student strengths.
- Recognize and celebrate student prior experience, language, and culture.
- Build on culture, language, experiences as assets.
- Believe in students and their linguistic, cultural, intellectual, and academic capacities.
- Teach students to read initially in their first language.
- Activate students' existing background knowledge and build new background knowledge as needed.

Elicit high intellectual performances that help connect students' identities to academic engagement.

- Energize students physically and emotionally.
- Use higher order questioning.
- Teach and use metacognitive strategies.
- Teach for transfer and application of skills/learning.
- Encourage positive self-talk.
- Provide opportunities for pre-test written reflection.
- Provide useful (actionable) feedback that leads to improved learning/performance.
- Engage students in self-assessment and evaluation.
- Provide curriculum that balances surface and deep understanding.
- Articulate clear success criteria.
- Provide challenging tasks.
- Provide a safe environment for contributions.
- Welcome errors as learning/growth opportunities.
- Provide multiple opportunities for deliberate practice and application.
- Plan and talk about teaching.
- Ensure students experience repetitive successes.
- Invite students into cognitively complex work.
- Engage students' curiosities.
- Help students experience a series of connected successes.
- Prime or prepare students for cognitively demanding work.
- Use processes that allow student to engage meaningfully with the work.
- Organize activities designed to help students retain and retrieve what they learn.
- Tap and build on student prior knowledge.
- Scaffold instruction (literacy and content) to support students' language comprehension.

Establish powerful relationships that build success and equity.

- Build collaborative relationships.
- Build positive teacher-student and student-student relationships.
- Manage body/mind states.
- Foster leadership and teamwork.
- Develop cooperative learning skills.
- Establish family attitude of positivity.
- Build trust.
- Foster student openness to new ideas.
- Embody respect.
- Embed social skill development in lessons.
- Be inclusive and responsive.
- Know your students and communities.
- Advocate for your students.

Situate learning in the lives of students. Connect to their lives.

- Support transfer of learning by setting the learning context in students' lives.
- Make learning relevant to students' lives. Gather information from students.
- Engage and partner with the community to support student learning.
- Consistently seek feedback as to the success of the teaching on students. Measure impact.
- Involve parents, especially mothers, in students' learning.

Engage students actively in the learning. Amplify student voice.

- Foster leadership and teamwork.
- Provide students with choice and variety.
- Engage students in using technology purposefully.
- Design authentic inquiry learning.
- Organize small group learning.
- Create culturally and linguistically responsive contexts.
- Require that students use oral and written language in English and the target language(s) to communicate and concretize their thinking.
- Connect the learning to students' real lives.
- Engage students in creating authentic products that add value to the students, their families, their schools, and their communities.
- Maximize literacy engagement in and out of school.
- Encourage peer-assisted learning opportunities.
- Provide opportunities for extended teacher/student and peer group discussions of text and its meaning.
- Engage students with authentic texts.

Affirm students' identities by challenging the devaluation of minoritized students' identities.

- Exhibit/model high teacher expectations.
- Promote identity affirmation.
- Encourage parents to use the home language in their interactions with their children.
- Decolonize curriculum and instruction through culturally and linguistically sustaining pedagogy.
- Valorize L1/L2 language varieties.
- Promote student identities of competence and complexity.
- Provide a rich, relevant, well-articulated multilingual, multicultural curriculum.
- Provide opportunities for students to negotiate their identities.
- Foster positive social-emotional responsiveness.
- Promote a sense of self and confidence as a learner.
- Develop students' sense of themselves as powerful and accomplished learners and investigators.
- Validate students as knowers.
- Communicate to students that their experiences count and that who they are counts.

Create environments of enrichment, not remediation that activate students' multilingual repertoires.

- Continually evaluate students' progress and adjust as needed.
- Create safe, caring environments.
- Create positive physical environments.
- Incorporate the arts and project-based learning, guiding deep discussions of student's responses to the arts experiences and what else these experiences remind them of and why.
- Create a supportive community of peers among students.
- Hold high expectations for students (teachers, parents, and students themselves).
- Create an aspirational climate.
- Build effort optimism where students believe that they can accomplish the tasks before them if they try hard enough and persist.
- Provide an accelerated curriculum.
- Provide deep enrichment approaches and content.
- Treat all students as gifted.
- Engage students' multilingual repertoires, including using L1 as a cognitive resource.
- Reduce/mitigate stereotype threat.
- Improve student access to rich print in school and at home, especially during middle school grades.

Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

- Enrich students' operating systems.
- Provide students with coherent access to the full curriculum.
- Conduct microteaching sessions when needed.
- Reduce anxiety.
- Support students' concentration, persistence, and engagement.
- Use strategies that are planned and deliberate.
- Explicitly and actively teach specific skills and deeper understanding.
- Engage students in peer tutoring and reciprocal teaching.
- Teach learning strategies to construct meaning.
- Provide clear and explicit success criteria.
- Provide useful and actionable feedback.
- Be clear about intentions of lessons and what constitutes success: organize, explain, give examples, provide guided practice, assess.
- Explicitly teach for transference and bridge between languages and across contents.
- Teach academic language explicitly.
- Design and assess success correctly.
- Teach students study skills.
- Alter school environment to mitigate stress.
- Incorporate celebrations of achievements.
- Incorporate kinesthetic arts, creative projects, and hands-on activities.
- Build core skills.
- Provide hope and support.
- Provide students with resources they need to succeed.
- Explicitly teach to bridge gaps in students' academic and linguistic preparation.
- Expand families' capacities to contribute to their children's school success.
- Identify prior knowledge.
- Connect prior knowledge to new learning.
- Reinforce academic language across the curriculum.
- Provide explicit instruction in reading comprehension strategies for older students.
- Monitor results.

KEY

- × James Cummins, Negotiating Identities
- ■ John Hattie, Visible Learning
- ◆ Eric Jensen, Teaching with Poverty in Mind
- ★ Yvette Jackson, Pedagogy of Confidence