### Establishing Criteria for Inclusive Culturally Responsive Practice

Goal – To create CRP criteria that will change the actual curriculum to help students to view concepts, issues, events, and themes from the perspectives of diverse groups.

(Transformation Approach TFWW document p9)

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>CRITERIA/INDICATOR</th>
<th>Evidence</th>
<th>Searching for Evidence of CRP (Video)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>How do I choose content; how do I integrate content and what type of content supports culturally responsive practice?</td>
<td></td>
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### ALL STUDENTS CAN LEARN IF...

Criteria for Inclusive Education/Pedagogy  
(Developed during Criteria Activity and used throughout workshop and lesson planning)

**Goal** – To create criteria for inclusive practice that will change the actual curriculum to help students to view concepts, issues, events, and themes from the perspectives of diverse groups. (Transformation Approach TFWW document p9)

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| **Content**              | **How do I choose content; how do I integrate content and what type of content supports inclusive practice?**                                                                                                         | ✓ Materials and resources reflect the diversity of your students  
  - Relevant content  
  - Students as content  
  - Parents/Community as content  
  - Social justice issues as content | ✓ Critical thinking approach used  
  ✓ Different points of views/perspectives are used and valued  
  ✓ Teacher modelling  
  ✓ Teachers and students focussing on the ‘big ideas’ | |
| **Knowledge Construction** | **How do I help students to understand, interpret, and use the knowledge, information which they have or are receiving?**                                                                                                   | ✓ Classroom rules that have been collectively created  
  ✓ A sense of community that reflect the Peel Character Attributes  
  ✓ Teachers and students have an understanding of power and privilege  
  ✓ Teachable moments are used around issues of (in)equality and social justice  
  ✓ A safe environment where students can participate and learn to their optimum | ✓ Student Centred  
  - Use of instructional/assessment practices that meet the learning needs of all students  
  - Differentiated instruction/assessment  
  - Program modifications and accommodations  
  - Multiple intelligences  
  - Triangulation of evidence  
  - Student voice (co-construction throughout the learning process)  
  - Student voice | |
| **Prejudice Reduction**  | **How do I set up my classroom so that it is respectful, safe, welcoming and inclusive for all students?**                                                                                                             | ✓ Classroom rules that have been collectively created  
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| **Equity Pedagogy**      | **How do I ensure that my instructional and assessment strategies meet the learning needs of all my students and give them multiple and appropriate ways to demonstrate their learning**                                           | ✓ Student Centred  
  - Use of instructional/assessment practices that meet the learning needs of all students  
  - Differentiated instruction/assessment  
  - Program modifications and accommodations  
  - Multiple intelligences  
  - Triangulation of evidence  
  - Student voice (co-construction throughout the learning process)  
  - Student voice | ✓ Student and parent/guardian leadership opportunities  
  ✓ Student recognition (beyond the typical categories)  
  ✓ Reduction of barriers to parental/guardian involvement (use of interpreters, varying times and locations for parents/guardians to meet with school staff)  
  ✓ Social action – school, community and global level  
  ✓ Student and community voice | |
| **Empowering Students**  | **How do I share the responsibilities of the educational process so that students and parents/guardians are part of the process?**                                                                                           | ✓ Student and parent/guardian leadership opportunities  
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