

CRI for Equity Crosswalk

	<i>Regression</i>	<i>Status Quo</i>	<i>Sporadic, incremental improvement</i>	<i>Pockets of sustained success</i>	<i>Systemic transformation</i>
	Antipathy	Apathy	Awareness	Application	Advocacy
Meaning	<p><u>Relationship</u> Classroom interactions are characterized by negativity, conflict, or detachment.</p> <p><u>Relevance</u> The curriculum, lesson plans, and pedagogical approaches create barriers to students’ engagement and learning. Lessons and assignments have little or no relevance to students.</p>	<p><u>Relationship</u> Classroom interactions are characterized by preferential treatment towards some and exclusion/disregard of others.</p> <p><u>Relevance</u> A standards-based, core curriculum is presented, but students are disconnected from the content. Teachers do not recognize or help students make relevant connections to lessons or assignments.</p>	<p><u>Relationship</u> Teacher demonstrates care and respect for students</p> <p><u>Relevance</u> Supplemental, culturally relevant materials that reflect diverse perspectives and experiences are available for students to choose. Teachers use “teachable moments” to help students make relevant connections to lessons or assignments.</p>	<p><u>Relationship</u> Teacher implements practices to encourage respectful, positive classroom interactions—both teacher to student and student to student.</p> <p><u>Relevance</u> Core instruction is intentionally planned and delivered to utilize culturally relevant materials and approaches that leverage students’ strengths, backgrounds, cultural assets, interests, and funds of knowledge (<i>i.e., mouth, music, and movement</i>). Teachers are intentional when planning lessons and assignments to help students make meaningful connections to their goals and/or lived experiences.</p>	<p><u>Relationship</u> Teacher and students actively and effectively work together to build and preserve a productive, mutually respectful, inclusive learning community.</p> <p><u>Relevance</u> Students are invested in their own learning and the learning of their peers, acknowledging diverse perspectives and unique strengths. Teachers consistently use real-world events and examples, as well as students’ strengths, interests, and lived experiences (<i>i.e., mouth, music, and movement</i>) to develop and/or adapt lessons.</p>
Models	No goals, learning targets, exemplars or criteria for success are provided.	Grading scales are provided without exemplars. Models that are provided signal low expectations for students’ performance.	Generic exemplars are provided for student reference, but represent only one idea of “excellence.” Models may not be referenced or utilized by teacher or students.	Assignment-specific rubrics are provided, are referred to, and are utilized by teachers and students. Exemplars include samples of authentic student work as well as real-world examples.	Students are involved in developing assignment-specific criteria for success and scoring rubrics; evaluate their own progress/products, based on a diverse range of exemplars; assess and provide feedback to peers, based on exemplars and rubrics.
Monitoring with Feedback	Teachers use criticism, sarcasm and negative comments when speaking to and/or about students and their work. Grades or test scores are the only feedback provided to students. Failing grades are assigned without students having opportunities for recourse.	Grades or test scores are the only feedback provided to students. Failing grades are assigned without students having opportunities for recourse.	Teachers provide generic, evaluative feedback, such as “good job” or “nice work,” and use formative assessments to determine grades. Students may be given opportunities for “extra credit” that is not related to demonstrating understanding or improving quality of work.	Teachers provide ongoing, formative feedback that is specific to students’ progress toward identified learning targets/goals and adapt instruction accordingly. Students are given opportunities to improve grades by demonstrating understanding and/or improved quality of work.	Students’ progress toward or attainment of identified learning targets is recognized and celebrated by teachers, peers, families, and others in ways that are meaningful to the students. Grades are a reflection of authentic student learning.