Culturally & Linguistically Responsive Arts
Teaching and Learning in Action
Strategies that Increase Student Engagement and Achievement
STRATEGY: ACADEMY AWARDS
This strategy is part of a larger publication entitled *Culturally and Linguistically Responsive Arts Teaching and Learning in Action: Strategies that Increase Student Engagement and Achievement*. This publication is the result of a yearlong process undertaken by the CCSESA Arts Initiative and the CISC Regional Arts Leads who serve on the Curriculum and Instruction Steering Committee/Visual and Performing Arts Subcommittee. CCSESA’s *Creativity at the Core* Initiative recognizes the transformative power of the arts in the lives of our students as they develop critical thinking skills and capacities that ensure success in our complex, multifaceted, globalized world. To download the entire publication, go to downloads in this module.
How To Use This Document

“I believe it is impossible to make sense of life in this world except through art.”

– Daniel Pinkwater
How to Use This Document

AUDIENCE
This handbook is designed with two primary users in mind.

Administrators/Other Leaders
Administrators and other arts and educational leaders can use this handbook to help them in designing professional development services, especially as those are focused on expanding teacher’s repertoire of culturally and linguistically responsive, interactive instructional strategies. Not only will the information in this handbook provide administrators and teacher leaders with a concise overview of key aspects of culturally and linguistically responsive pedagogy, but it will also provide an approach or template for thinking about how to select specific instructional strategies that translate that culturally and linguistically responsive pedagogy into classroom practice. By providing arts-specific examples of these strategies in action, teachers will be able to identify those that are most appropriate for their own settings. What’s more, the strategies and examples are likely to prompt leaders to recall other strategies already in their repertoires that they can revive, and to create new strategies of their own design.

Classroom Teachers/Teaching Artists/Arts Specialists
Classroom teachers, teaching artists, and arts specialists can use this handbook to help them design learning experiences for their students. The organization of each instructional strategy allows for teachers to understand the objectives and processes, and to adapt them to their own settings and students by customizing the content of the activities. As teachers make decisions about which strategies to incorporate into their learning plans, they will be able to construct sophisticated learning sequences designed to engage students actively in the learning, to build new learning opportunities that take full advantage of students’ languages, cultures, and prior experiences/knowledge, and to invite students into reflection and metacognitive activities that can spiral their learning to new levels.

STRATEGY TEMPLATE (See Figure 1)
Each strategy featured in this handbook is organized according to a format that includes the following:

Introductory Information
- Strategy Name
- Strategy Source
- Targeted Objectives
- Applicable Grade(s)
- Time Required
- Materials Required
- Grouping Recommendations

VAPA Connection
- Rationale for Use of the CLRP Strategy in VAPA Classroom Settings

Implementation Process
- Steps for Using the Strategy with Students
- Synthesis, Reflection/Debriefing Suggestions
How to Use This Document

STRATEGIES IN ACTION
(See Figure 2)
This handbook also provides examples of each strategy as it might be used in one of the arts disciplines (dance, music, theatre arts, visual arts, media arts, or integrated arts). These examples are organized according to a consistent format. This format includes:

**Introductory Information**
- Strategy Name
- VAPA Discipline Targeted
- Creativity at the Core Module Alignment
- Applicable Grade(s)
- Time Required
- Materials Required
- Grouping Recommendations
- Required Student Prior Preparation

**Planning Information**
- Theme/Big Idea
- Performance-Based Assessment
- Teacher Resources
- Learning about the Students

**Implementation Process**
- Assessing & Building Background Knowledge
- Engaging in the Activity
- Synthesis, Reflection, & Debriefing
- Applying Learning in New Contexts

**Pedagogical Principles & Specific CLRP Practices**
- Targeted Principles and Practices & How Addressed
  - Language & Culture
  - Learning Community
  - Student Agency, Voice, and Mindset
  - Stretching & Bridging

**USING THE STRATEGIES**
Teachers can make the best use of these strategies by thinking of them as instructional planning resources. Once a teacher has identified the big rational (the actual work to be accomplished) and experiential (the experience we want students to have as they work) outcomes, s/he can review the available strategies and determine which is most likely to address those outcomes. The teacher can then select from that subset of strategies the one that is the best fit for the target students (age, grade, language proficiency, background knowledge) and the content.

Educators can either select a particular strategy to use as part of a larger learning sequence, or they can create an extended learning sequence (unit of study, for example), by ordering/sequencing and integrating a series of strategies.

One recommendation we make to educators is that the first time they introduce a strategy to students, they do so with low-demand content so that students don't have to manage both learning the strategy and addressing cognitively demanding content at the same time. Over time, if a teacher recycles a strategy with different content, students will become expert at the strategy and will be able to carry it out more smoothly. In fact, students can become so expert at the strategies that as new students come into the classroom, students themselves can induct new students into how the strategies work. The fact that the strategies are LEARNABLE by students supports the development of autonomous, self-confident, and efficacious learners.

**CONNECTION TO THE CREATIVITY AT THE CORE MODULES**
Each strategy in action is tied to a particular Creativity at the Core module housed on the CCSESA Arts website at [www.ccsesaarts.org](http://www.ccsesaarts.org). This connection is indicated in the introductory information provided for each strategy in action. A particular strategy can be used in the context of a Creativity at the Core module but also used independently as it's integrated it into other curricula. As teachers become more familiar with the strategies, not only will they find new ways of using the strategies in their own arts disciplines, but they will also find themselves creating new versions of the “strategy in action”.

In the strategies in action, the arts learning has been integrated in each strategy to create a classroom interaction that will not only provide learning in the arts, but present that learning in a way the enhances students’ confidence and academic mindset.
## FIGURE 1: STRATEGY TEMPLATE

### NAME OF STRATEGY
A CLRP STRATEGY

Brief Introduction to Strategy and Its CLRP Connections

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE(S)</strong></td>
<td><strong>GROUPING</strong></td>
</tr>
<tr>
<td><strong>SOURCE</strong></td>
<td><strong>TIME NEEDED</strong></td>
</tr>
</tbody>
</table>

### PROCESS

*Using the Strategy*

*Synthesis, Reflection/Debriefing*
How to Use This Document

**FIGURE 2: ACTIVITY TEMPLATE**

(This is directly tied to a specific STRATEGY, and should explain how to use a particular STRATEGY in an actual classroom with real arts content.)

<table>
<thead>
<tr>
<th>NAME OF STRATEGY</th>
<th>A CLRP STRATEGY CONNECTED TO DANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief introduction to the Arts Activity</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VAPA DISCIPLINE</th>
<th>CONTRIBUTING REGION/ ARTS LEAD</th>
<th>SOURCE</th>
<th>MODULE ALIGNMENT</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>TARGET GRADE(S)</th>
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</table>

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<tr>
<th>THEME/BIG IDEA</th>
<th>ARTS DISCIPLINE OBJECTIVE</th>
</tr>
</thead>
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<thead>
<tr>
<th>LEARNING ABOUT THE STUDENTS</th>
<th>TEACHER RESOURCES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>STUDENT PRIOR PREPARATION OR REQUISITE SKILLS/KNOWLEDGE</th>
<th>PERFORMANCE-BASED ASSESSMENT</th>
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<table>
<thead>
<tr>
<th>ASSESSING &amp; BUILDING BACKGROUND KNOWLEDGE</th>
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<table>
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<tr>
<th>PROCESS</th>
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<table>
<thead>
<tr>
<th>SYNTHESIS, REFLECTION/DEBRIEFING</th>
<th>APPLYING LEARNING IN NEW CONTEXTS</th>
</tr>
</thead>
</table>
### FIGURE 2: ACTIVITY TEMPLATE (continued)

**PEDAGOGICAL PRINCIPLES AND PRACTICES ADDRESSED BY THE STRATEGY**

<table>
<thead>
<tr>
<th>SPECIFIC PEDAGOGICAL PRINCIPLES</th>
<th>HOW ADDRESSED BY STRATEGY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Check if addressed in the strategy.</td>
<td>This strategy addresses and enacts these essential pedagogical principles, which operationalize our values around cultural and linguistic responsiveness.</td>
</tr>
</tbody>
</table>

- Identifying and building on student strengths.
- Establishing powerful relationships that nurture success.
- Eliciting high intellectual performance.
- Engaging students actively in the learning process.
- Creating environments of enrichment rather than remediation.
- Situating learning in the lives of students.
- Addressing the prerequisites for learning.

<table>
<thead>
<tr>
<th>SPECIFIC CLR PRACTICES</th>
<th>HOW ADDRESSED BY STRATEGY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Check if addressed in the strategy.</td>
<td>How does this strategy addresses, contributes to, and/or enacts one or more of these features of culturally and linguistically responsive learning environments?</td>
</tr>
</tbody>
</table>

**LANGUAGE/CULTURE**

- Asserting the legitimacy of students’ languages and dialects and using students’ languages, cultures, experiences, and skills to create new successes.
- Building a broad array of language/literacy, crosscultural, and multimedia communication skills.
- Celebrating, respecting, and appreciating our language and cultural diversity.
- Taking advantage of cultural traditions to help students process information more efficiently and effectively.
- Being responsive to the lives of our students and families.
### FIGURE 2: ACTIVITY TEMPLATE (continued)

<table>
<thead>
<tr>
<th>SPECIFIC CLRP PRACTICES</th>
<th>HOW ADDRESSED BY STRATEGY?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING COMMUNITY</strong></td>
<td></td>
</tr>
<tr>
<td>Developing a sense of community, self-determination, trust, and democracy.</td>
<td>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</td>
</tr>
<tr>
<td>Providing affirmation, mutual respect, and validation.</td>
<td>How does this strategy addresses, contributes to, and/or enacts one or more of these features of culturally and linguistically responsive learning environments?</td>
</tr>
<tr>
<td>Minimizing social threats, and maximizing opportunities to connect with others in community.</td>
<td></td>
</tr>
<tr>
<td>Creating a safe learning environment and modeling high expectations for learning.</td>
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<td>Promoting assets-based rather than deficit-focused perspectives and behaviors.</td>
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<tr>
<td>Explicitly addressing the impact of the context in which students of color live and helping them develop counter-narratives to the resulting negative portrayals of them and their families.</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT AGENCY, VOICE, &amp; MINDSET</strong></td>
<td></td>
</tr>
<tr>
<td>Honoring students’ voices and creating environments where student voice permeates the classroom instruction.</td>
<td></td>
</tr>
<tr>
<td>Helping students create a counter-narrative about their identity as learners.</td>
<td></td>
</tr>
<tr>
<td>Providing students with the language to talk about their learning and thinking (metacognition) and to mark/assess their progress.</td>
<td></td>
</tr>
<tr>
<td>Supporting students in using their learning to create new knowledge, art, and understanding.</td>
<td></td>
</tr>
<tr>
<td>Activating students’ ability to direct their attention to their own learning.</td>
<td></td>
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<tr>
<td>Providing a clear process for reflecting and acting on teacher/peer feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>STRETCHING &amp; BRIDGING</strong></td>
<td></td>
</tr>
<tr>
<td>Intentionally connecting new learning to students’ background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.</td>
<td></td>
</tr>
<tr>
<td>Challenging students and providing opportunities for them to “stretch,” expanding their potential to do more complex thinking and learning.</td>
<td></td>
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</tbody>
</table>
Featured Strategy Description

ACADEMY AWARDS
A CLRP STRATEGY

This strategy helps contextualize the concept of “quality” in disciplines/areas that matter to students. By providing opportunities for students to focus directly on quality criteria in their own work and for students to receive feedback from peers about that quality, the strategy brings a sense of “real life” to students’ work.

OBJECTIVES
- Reflect on content-specific techniques/strategies
- Extend analytical and metacognitive skills
- Structure debriefing

MATERIALS
- Student Evaluation Portfolios

GRADE(S)
5–Adult

GROUPING
Individual

SOURCE
Adapted from Linda Christiansen

TIME NEEDED
120 Minutes

PROCESS
Using the Strategy
- Teacher asks students to brainstorm what they know about how people who are really good in their fields get recognized by their peers. Teacher/students can mention awards like the Academy Awards, the Emmys, Tonys, etc., as well as prizes like the Pulitzer, the Nobel prizes, and perhaps others that are more relevant to the students themselves. The conversation can move into how and why the judges make the choices they make. What criteria do they use?
- Teacher asks students to write a list telling what they know about some key aspect of their discipline that most people would agree represent “quality” achievement in that area.
- Then, students check two items on their lists.
- Now students elaborate on how they learned these two techniques/strategies or how they currently use them in their area of focus. (In the arts, this might be: dance, music, acting, visual arts, media arts. In a writing class, it might be scientific writing, personal memoirs, poetry, and so forth.)
- Students also tell how knowing these two strategies is going to influence their next product/performance.
- Next, students select one piece of their product/performance.
- They imagine for a moment that they have been recognized as one of the state’s outstanding people in their field and have been asked to write/speak about this product/performance.
- Students:
  » Tell how they “got” this piece: what was the inspiration? They discuss why they created/performed it the way they did.
  » Tell what this piece demonstrates about their ability in that discipline. They use an effective introduction, development of a powerful argument, use of imagery and rhythm, or expansion of character through dialogue.
  » Note the changes they made during revision. They mark them on their drafts/versions and number their drafts/versions. They number their changes so the teacher and student both can follow the evolution of the work. How do these changes reflect new knowledge about their discipline?
  » Discuss the role their classmates played in improving their product/performance/knowledge/expertise.
  » Write their observations about their production/performance habits: what they’ve noticed helps them get started on a piece/product/performance or helps them revise it.
  » Discuss their observations about what “good” or “quality” is in their discipline, by using examples from their work, the work of their peers, or the work of professionals in their field.
- Students record their work, observations, and feedback from others in their evaluation portfolios.

Synthesis, Reflection/Debriefing
- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about what it means to do “quality” work in your field/discipline?
- How did this activity help you improve your own work?
- How did this task help you (1) build stronger relationships and connections with your peers; (2) develop respect for your peers’ perspectives; (3) take responsibility for your learning; and/or (4) connect to learning that is important/interesting to you?
- How will you be able to use what you did/learned today to help you in future learning tasks?
- What helped you succeed at the task? What kept you from being as successful as you would have liked?
- Did you feel that you and your classmates cooperated and listened well and communicated effectively?
Using the Featured CLRP Strategies with Arts Content

“Creativity is now as important in education as literacy.”

– Sir Ken Robinson
### Academy Awards
A CLRP Strategy Connected to Theatre Arts

This strategy asks students to identify elements of quality in a product or performance and to rate their own and others’ products and performances based on those elements and criteria. The strategy serves to extend analytical and metacognitive skills.

<table>
<thead>
<tr>
<th>VAPE DISCIPLINE</th>
<th>THEORETICAL FRAMEWORK</th>
<th>CONTRIBUTING REGION/ARTS LEAD</th>
<th>SOURCE</th>
<th>MODULE ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Arts (Musical Theatre)</td>
<td>Academy Awards</td>
<td>3 – Steven Winlock</td>
<td>Adapted from Linda Christiansen by Francisca Sánchez</td>
<td>3 – Common Core &amp; 4 Cs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TARGET GRADE(S)</th>
<th>GROUPING</th>
<th>TIME NEEDED</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Whole Group</td>
<td>Two 30-40 Minute Periods</td>
<td>Student Evaluation Portfolios</td>
</tr>
</tbody>
</table>

#### Theme/Big Idea

**How Performance Reflects Quality, Skill, and Preparation**

Every performance reflects certain levels of quality, skill, and preparation. To the extent that we know what those criteria are, we can use them to refine both our performance and our judgment of such performances.

#### Theatre Arts Objective

Discuss the skills considered for a musical theatre presentation referencing award criteria such as for the Tony, Emmy, Grammy, and apply these criteria when reviewing a musical theatre performance.

#### Learning About the Students

- Assessment of students’ understanding, knowledge, and rationale for recognition of the presentation that warranted an award.

#### Teacher Resources

- Creativity at the Core: Module 3 Common Core: Implementing Arts through Communication, Collaboration, Critical Thinking, and Creativity K-12
- Arts Learning Leadership: Strategies for Success Inspiring Voices

#### Student Prior Preparation or Requisite Skills/Knowledge

Students should have prior knowledge of understanding of the “awards” that can be presented in each of the arts disciplines (i.e., Tony, Emmy, Grammy.) This knowledge should align with the purpose of the award and the types of elements that are considered for each of the awards. For example, the Tony focuses on live theater production. Elements taken into consideration for this award are in the areas of best actors, best music, best costumes, best stage productions, etc. This award focuses on the production and presentation of theater.

This strategy will align to the lesson in Module 3 - Common Core: Implementing Arts through Communication, Collaboration, Critical Thinking, and Creativity, especially on the lesson using the musical selection of “Defying Gravity” from the musical Wicked.

#### Performance-Based Assessment

Assessment will be through the evaluation of the student portfolios. Students will reflect on the understanding they have of these awards and the purpose. The awards also assist with the presentation and performing of their art discipline, in this case musical theatre. The connection of understanding the level of presentation can be directly connected to the understanding of what is delivered and what will also be assessed of the student understanding as they reflect in their student portfolios.

#### Assessing & Building Background Knowledge

- Teacher should work on aligning students’ understanding of the level of presentation skills with the criteria that warranted recognition of an award.
- Examples: Tony Awards, the Academy Awards, the Grammys, can all be shown to give students an understanding of the awards. (These are available on youtube.)
ACADEMY AWARDS (continued)
A CLRP STRATEGY CONNECTED TO THEATRE ARTS

PROCESS
• Teacher asks students to brainstorm what they know about how people who are really good in their fields get recognized by their peers. Teacher/students can mention awards like the Academy Awards, the Emmys, Tonys, etc. The conversation can move into how and why the judges make the choices they make. What criteria do they use?
• Students outline the key aspect of performance in the disciplines of Theater and Music. Teacher assists to make sure the key qualities/criteria are included on the students’ lists.
• Then, students check two items on their lists that are most important to them. Students elaborate on how they learned these two techniques/strategies or how they currently use them in musical theatre. Students also tell how knowing these two strategies will influence their next product/performance.
• Students review the musical selection of “Defying Gravity” and discuss what elements of the presentation of performance of the song would be noted for recognition and where their two elements fit in. They consider how they would focus on these elements in their own performance of “Defying Gravity”.
• Students select a group of judges who will be judging the performances based on the performance criteria students have identified and personally selected.
• Next, students prepare to perform their version of “Defying Gravity”, using the criteria outlined previously -- elements to support their presentation of the musical selection.
• The judges apply the criteria and select the awards recipients, noting specifically how the performances met the criteria for excellence.
• Students then imagine that they have been recognized as one of the state’s outstanding people in musical theatre and have been asked to write/speak about their performance of “Defying Gravity”.
• Students:
  » Tell how they “got” this piece: what was the inspiration? They discuss why they performed it the way they did.
  » Tell what this piece demonstrates about their ability in musical theatre. They use an effective introduction, development of a powerful argument, use of imagery and rhythm, or expansion of character through dialogue.
  » Talk about how their performance evolved through practice and rehearsal: What changed and why? How do these changes reflect their growing knowledge about their discipline?
  » Discuss the role their classmates/colleagues played in improving their performance.
  » Write their observations about their performance habits: what they’ve noticed helps them get started on a performance or helps them improve it.
  » Discuss their observations about what “good” or “quality” is in musical theatre, by using examples from their work, the work of their peers, or the work of professionals in their field.
• Students record their work, observations, and feedback from others in their evaluation portfolios.

SYNTHESIS, REFLECTION/DEBRIEFING
The teacher engages students in a discussion around the following questions:
• How did the elements that are being judged impact your performance?
• Did it impact the quality of your presentation? How did it help/hinder? How did the judging process assist or not in the presentation?
• Students will reflect on this process in their portfolio. The reflection will focus on what knowledge they have gained around the “award” processes in the arts, and how it has had an impact on the presentation of the artist.

APPLYING LEARNING IN NEW CONTEXTS
• Students will build an understanding of the connection of awards to the development of skills such as quality of performance; building of skills, and goal setting.
### ACADEMY AWARDS (continued)
**A CLRP STRATEGY CONNECTED TO THEATRE ARTS**

#### PEDAGOGICAL PRINCIPLES AND PRACTICES ADDRESSED BY THE STRATEGY

<table>
<thead>
<tr>
<th>✓</th>
<th>SPECIFIC PEDAGOGICAL PRINCIPLES</th>
<th>HOW ADDRESSED BY STRATEGY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>These essential pedagogical principles should inform our specific classroom practice. (Adopted by Creativity at the Core from Jackson’s Pedagogy of Confidence)</td>
<td>This strategy addresses and enacts these essential pedagogical principles, which operationalize our values around cultural and linguistic responsiveness.</td>
</tr>
<tr>
<td>✓</td>
<td>Identifying and building on student strengths.</td>
<td>The lesson will focus on identifying the skills that are needed to have an impact on the quality of performance. Through this process students will identify their skills and level of those skills and assess the level of the skills as they relate to a strength.</td>
</tr>
<tr>
<td>✓</td>
<td>Establishing powerful relationships that nurture success.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Eliciting high intellectual performance.</td>
<td>The lesson assists with identifying what is a high level of performance that supports recognition and also establishes goals to obtain that level of performance. The lesson includes assessment of where students are in their performance level, and guides them in outlining what is needed to get to that high level of intellectual performance.</td>
</tr>
<tr>
<td>✓</td>
<td>Engaging students actively in the learning process.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Creating environments of enrichment rather than remediation.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Situating learning in the lives of students.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Addressing the prerequisites for learning.</td>
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</tbody>
</table>

#### SPECIFIC CLRP PRACTICES

**How will this strategy contribute to creating a culturally and linguistically responsive learning environment?**

<table>
<thead>
<tr>
<th>✓</th>
<th>LANGUAGE/CULTURE</th>
</tr>
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<tbody>
<tr>
<td>✓</td>
<td>Asserting the legitimacy of students’ languages and dialects and using students’ languages, cultures, experiences, and skills to create new successes.</td>
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<td>✓</td>
<td>Building a broad array of language/literacy, crosscultural, and multimedia communication skills.</td>
</tr>
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<td>✓</td>
<td>Celebrating, respecting, and appreciating our language and cultural diversity.</td>
</tr>
<tr>
<td>✓</td>
<td>Taking advantage of cultural traditions to help students process information more efficiently and effectively.</td>
</tr>
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<td>✓</td>
<td>Being responsive to the lives of our students and families.</td>
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## ACADEMY AWARDS (continued)
### A CLRP STRATEGY CONNECTED TO THEATRE ARTS

### LEARNING COMMUNITY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Developing a sense of community, self-determination, trust, and democracy.</td>
<td></td>
</tr>
<tr>
<td>✓ Providing affirmation, mutual respect, and validation.</td>
<td>This activity focuses on identifying the agreed upon areas in judging quality performances and the use of these skills to create a community that has mutual respect and understanding of these skills.</td>
</tr>
<tr>
<td>Minimizing social threats, and maximizing opportunities to connect with others in community.</td>
<td></td>
</tr>
<tr>
<td>✓ Creating a safe learning environment and modeling high expectations for learning.</td>
<td>This activity focuses on the ability to perform and to be judged on the skills needed to be recognized as a high level of performance, all while in a supportive environment. In addition, students will develop knowledge and understanding of the overall concept of awards.</td>
</tr>
<tr>
<td>Promoting assets-based rather than deficit-focused perspectives and behaviors.</td>
<td></td>
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<tr>
<td>Explicitly addressing the impact of the context in which students of color live and helping them develop counter-narratives to the resulting negative portrayals of them and their families.</td>
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### STUDENT AGENCY, VOICE, & MINDSET

<table>
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<td>Honoring students’ voices and creating environments where student voice permeates the classroom instruction.</td>
<td></td>
</tr>
<tr>
<td>Helping students create a counter-narrative about their identity as learners.</td>
<td></td>
</tr>
<tr>
<td>Providing students with the language to talk about their learning and thinking (metacognition) and to mark/assess their progress.</td>
<td></td>
</tr>
<tr>
<td>Supporting students in using their learning to create new knowledge, art, and understanding.</td>
<td></td>
</tr>
<tr>
<td>✓ Activating students’ ability to direct their attention to their own learning (awakening the RAS).</td>
<td>Students will build knowledge of the skills they have and those needed for high level performance.</td>
</tr>
<tr>
<td>✓ Providing a clear process for reflecting and acting on teacher/peer feedback.</td>
<td>Throughout the lesson, students will have an opportunity to reflect and respond to feedback.</td>
</tr>
</tbody>
</table>

### STRETCHING & BRIDGING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Intentionally connecting new learning to students’ background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.</td>
<td>The activity helps students understand concepts around “awards,” the understanding and purpose of the award, along with the use of how these awards can strengthen students’ performance and quality of performance as well as develop the skills needed to strengthen performance and learning.</td>
</tr>
<tr>
<td>✓ Challenging students and providing opportunities for them to “stretch,” expanding their potential to do more complex thinking and learning.</td>
<td>Throughout the lesson, students will gain understanding of the complexity of awards and the impact the strategies have in assisting in their own skills and development.</td>
</tr>
</tbody>
</table>
Student Reflection & Debriefing

"The arts are a major area of human cognition, one of the ways in which we know about the world and express our knowledge. Much of what is said in the arts cannot be said in another way."

– Dr. Howard Gardner, Harvard Graduate School of Education
Student Reflection & Debriefing

We have a responsibility to help our students develop autonomy as learners. That means helping them to develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help them figure out how to be better learners.

By providing students with structures that help them reflect and think metacognitively about their learning, we allow them to make meaning and contextualize and synthesize learning. By thinking about HOW they accomplished a cognitive task, students are learning about learning. They learn how to learn by thinking critically and using information creatively. We can also provide them with questioning/reflection strategies and structures that, used regularly, help students not only learn more about their learning processes, but also begin to organize their learning strategies.

One of the issues for many students is that they may not realize that there ARE strategies they can use to help them be more successful. It’s critical, therefore, that students have plenty of opportunities to debrief their learning experiences. We can do that by engaging students directly in using reflection and debriefing protocols and prompts.

REFLECTION
Provide questions for students to reflect on their learning through the strategy/activity.
- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic? How did this task help you become a better learner?
- How did this task help you (1) build stronger relationships and connections with others; (2) develop respect for others’ perspectives; (3) take responsibility for your/others’ learning; and/or (4) connect to learning that is important/interesting to you?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

PROCESS DEBRIEFING
Identify questions and sentence starters that help students think about their learning and how they accomplished the task.
- Appreciation & Recognition
  - It helped me when . . .
  - I appreciated . . .
  - Thank you for . . .
  - It felt good when . . .
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?
- Did you feel that the people in your class/group
  - Cooperated?
  - Listened well and communicated effectively?
  - Included all members?
  - Facilitated learning/growth for all members?

REFLECTIVE PRACTICE
As you consider incorporation of specific strategies into your instructional planning, reflect on this key question. How can this strategy or activity facilitate learners’ growth in the following areas?
- Academic/Cognitive Development?
- Linguistic Development?
- Social/Affective Development?
- Artistic/Creative Development?
- Metacognitive Development?

When your selection and integration of specific interactive strategies facilitates students’ development simultaneously in all of these areas, you dramatically magnify the power of your instructional approach.