

TASK CARD #2



CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

by Muhammad Khalifa

Read Chapter 3: "I can't help them if they're not here"

- Reflect on discussion questions on page 107 with your Performance Coach

CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING - CLASSROOM PRACTICES FOR SUCCESS

by Sharroky Hollie

Read Chapter 2: The Pedagogy of Cultural and Linguistical Responsiveness.

- In what ways do you talk to, relate to, and teach your students that are validating and affirming?
- What makes your classroom management and lessons culturally and linguistically responsive, and what could you change or add that would increase both?

PROMOTING RIGOR THROUGH HIGHER LEVEL QUESTIONING

by Todd Stanley

Read pages 9-19 in Chapter 1: "Getting Started with Higher Level Questioning"

Read pages 25-34 in Chapter 4: "The Difference Between Difficulty and Rigor; Changing Your Mindset"

- How many of your questioning conversations sound like the examples on pages 11-13?
- Look at the 7 types of questions on pages 16-17.
 - Are there some that you use more often than others?
 - How might you increase the use of those you are not regularly implementing?
- After reading Chapter 2, do you think you use more difficult or rigorous questions in your classroom?
- How can you ensure the same level of rigor extends from discussions to assignments to assessments?
- Teachers and Performance Coaches, please discuss during your next coaching session.