

# CRT Study Groups Principle Recording Sheet

## Principle #1

1. Students are affirmed in their cultural connections. Expression through art  
Doorway: static group meets - diverse group world language, foods - explore different cultures  
Barrier: lack of money, resources for field trips, close minded staff
1. Students are affirmed in their cultural connections.  
Doorway: independent assignments/projects related to Student Cultures  
Barrier: empty barren walls with little or no reference to individual cultures.
1. Students are affirmed in their cultural connections.  
Doorway: foods from different cultures is a good ice breaker  
Barrier: not showing students that we are humans who had to overcome adversities
1. Students are affirmed in their cultural connections. Namasta/I'm OK, you're OK  
Doorway: calendar that celebrates all the important days (religious, personal, family) in their lives. Recognize these days.  
Barrier: ability to have courageous conversations about diversity
1. Students are affirmed in their cultural connections.  
Doorway: individualized culturally focused assignments  
Barrier: hurtful, insensitive comments are ignored
1. Students are affirmed in their cultural connections.  
Doorway: complete the color test and discuss how it relates to class, group and world.  
Barrier: Recognize no holidays, missing opportunities to reflect through posters
1. Students are affirmed in their cultural connections.  
Doorway: field trips to Mexican Town and Holocaust museum  
Barrier: lack of resources/multi-media
1. Students are affirmed in their cultural connections.  
Doorway: "true color" learning styles  
Barrier: not recognizing cultural holidays

## **Principle #1 cont'd**

1. Students are affirmed in their cultural connections.

Doorway: teachers share their own stories about celebrations, religion and personal values.

Barrier: celebrating holidays or special events

1. Students are affirmed in their cultural connections.

Doorway: listing different holidays in your room

Barrier: NOT opening up yourself

## **Principle #2**

2. Teacher is personally inviting.

Doorway: teacher talks about and displays personal info., teacher is visible in the hallway greeting students

Barrier: stay in the front of the room; lecture style teaching

2. Teacher is personally inviting.

Doorway: friendly/greets students at door

Barrier: using all of the space in the classroom

2. Teacher is personally inviting.

Doorway: greeting students on way in/out, engaging students with bell work, sharing personal experiences and things you can relate with them

Barrier: not sharing experiences - strictly academic driven conversation, making rooms bland - no student work, etc

2. Teacher is personally inviting.

Doorway: teachers are open and friendly as well as relaxed

Barrier: using sarcasm as a means to communicate

2. Teacher is personally inviting.

Doorway: greet students at the door

Barrier: non-engaging

2. Teacher is personally inviting.

Doorway: making it clear to students that each is equally valued and equally respected

Barrier: failure to look beyond hostile/withdrawn behavior for opportunities to understand/overcome its sources (taking disrespect personally)

## **Principle #2 cont'd**

2. Teacher is personally inviting.  
Doorway: friendly in halls, manage by movement/bell work  
Barrier: sarcasm to the students by teacher
  
2. Teacher is personally inviting.  
Doorway: standing in the hallway and talk to the students when they enter the room  
Barrier: teachers that stay in the classroom
  
2. Teacher is personally inviting.  
Doorway: staff presence in hallways at events - approachable  
Barrier: getting all staff to buy in - not leave right at the bell
  
2. Teacher is personally inviting.  
Doorway: sharing examples from your own experience - tell stories, be human!  
Barrier: using sarcasm, humility or demeaning kids

## **Principle #3**

3. Learning environments are physically and culturally inviting.  
Doorway: rooms decorated with content info and student work, personal pictures and nice smelling room  
Barrier: bare walls, messy work area
  
3. Learning environments are physically and culturally inviting.  
Doorway: create an inviting room for all students to learn and grow culturally and physically  
Barrier: budget, room size
  
3. Learning environments are physically and culturally inviting.  
Doorway: lots of personal items both yours and the students, well decorated, colorful, clean, orderly, smells good  
Barrier: lack of creativity, money
  
3. Learning environments are physically and culturally inviting.  
Doorway: student work posted  
Barrier: teacher position; desk positions

### **Principle #3 cont'd**

3. Learning environments are physically and culturally inviting.  
Doorway: greeting students as they enter and exit classroom, display students work, teacher displays personal, family pictures  
Barrier: bare room, inactive teacher-teaching behind desk, never moving around classroom
  
3. Learning environments are physically and culturally inviting.  
Doorway: comfy chairs/recent student work  
Barrier: same decorations yearly/furniture location
  
3. Learning environments are physically and culturally inviting.  
Doorway: using posters and student work to decorate rooms  
Barrier: there are still bare classrooms
  
3. Learning environments are physically and culturally inviting.  
Doorway: each dept. group within your school having a displaying bulletin board for accomplishments  
Barrier: giving opportunities for parents to be involved around their work schedule

### **Principle #4**

4. Students are reinforced for academic development.  
Doorway: student work is displayed, past learning is reinforced, compliments are shared between teachers  
Barrier: too often we accept mediocre work
  
4. Students are reinforced for academic development.  
Doorway: students are allowed to demonstrate academic knowledge with using their preferred learning style (display work)  
Barrier: time constraints
  
4. Students are reinforced for academic development.  
Doorway: allowing students to show their knowledge by teaching to other students  
Barrier: not challenging students, "starting too low"
  
4. Students are reinforced for academic development.  
Doorway: encourage students to dig deeper either in a structured course or on their own  
Barrier: focusing on only specific abilities, especially only those found in the traditional classroom

#### **Principle #4 cont'd**

4. Students are reinforced for academic development.  
Doorway: student teaching opportunities  
Barrier: teaching to a standardized test, in "multicultural" method =/unstandardized
  
4. Students are reinforced for academic development.  
Doorway: grading practices that honor student learning, retaking assessment promoting responsibility to know the material  
Barrier: grading practices can reinforce negative learning habits
  
4. Students are reinforced for academic development.  
Doorway: display student work  
Barrier: mandated grading for hope/power of zero encourages mediocrity
  
4. Students are reinforced for academic development.  
Doorway: simple lessons that lead to next  
Barrier: retaking tests till pass
  
4. Students are reinforced for academic development.  
Doorway: eligibility cards = 2.0 allows access to dances/special events  
Barrier: not valuing progress = sometimes a little improvement is a BIG deal!
  
4. Students are reinforced for academic development.  
Doorway: display students work around the school, mentoring and advising students to take correct courses and do well  
Barrier: grading is not consistent and 50% lowest grad creates laziness

#### **Principle #5**

5. Instructional changes are made to accommodate differences in learners.  
Doorway: use a variety of teaching methods and assessments to engage all students  
Barrier: failure to provide rubrics, lower the bar too much
  
5. Instructional changes are made to accommodate difference in learners.  
Doorway: use a variety of teaching methods (groups, computer, individual) and assessments (test, projects, presentations)  
Barrier: student not possessing basic skill so the "bar" gets lowered
  
5. Instructional changes are made to accommodate difference in learners.  
Doorway: teachers provide options in terms of assignments to accommodate various learning styles  
Barrier: teachers reluctant to change

### **Principle #5 cont'd**

5. Instructional changes are made to accommodate differences in learners.  
Doorway: creating a positive learning environment  
Barrier: lowering student expectations too much, not enough teacher support
  
5. Instructional changes are made to accommodate differences in learners.  
Doorway: discipline/consistent/no down time/create consistent plan  
Barrier: model expectations, recognize different groups
  
5. Instructional changes are made to accommodate differences in learners.  
Doorway: valuing diverse learning styles - ways of paying attention  
Barrier: teaching from only one modality of intelligence or learning style
  
5. Instructional changes are made to accommodate differences in learners.  
Doorway: presentation of info. in different forms  
Barrier: not given enough time to use the data that is collected
  
5. Instructional changes are made to accommodate difference in learners.  
Doorway: change your delivery system  
Barrier: insufficient time to analyze data
  
5. Instructional changes are made to accommodate differences in learners.  
Doorway: change delivery system of information (discussion, group work, hands-on, etc.)  
Barrier: many teachers still use lecture as a primary mode of instruction
  
5. Instructional changes are made to accommodate difference in learners.  
Doorway: differentiated instruction/assessments to meet needs of all students' strengths and work towards enhancing their weaknesses  
Barrier: teaching in the way we were taught - i. e. lecture

### **Principle #6**

6. Classroom is managed with firm, consistent and loving control.  
Doorway: clear expectations, routine, seating arrangement  
Barrier: teachers that favor some students
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: having a routine, clearly defining each day's expectations, bring humor into the classroom  
Barrier: sterile learning environments, not addressing all learning styles

### **Principle #6 cont'd**

6. Classroom is managed with firm, consistent and loving control.  
Doorway: reinforcing positive behavior and meeting classroom expectations  
Barrier: not using students as example or potential experts on a topic
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: teacher must model expectations, discipline with dignity  
Barrier: down time
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: posting an agenda for classroom goals and outcomes for daily lessons  
Barrier: grouping students without recognizing student difficulties without having a plan
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: directed/appropriate praise when student demonstrates self-managed/appropriate behavior  
Barrier: visibly losing control in the classroom (i.e. change in tone; elevated, raising voice, yelling)
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: allowing students to opt of a needed time-out  
Barrier Focusing too much time and attention on 1 or 2 disruptive students
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: keeping students engaged, keep class moving  
Barrier: more energy given to disruptive students, energy not given to rest of class
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: use humor  
Barrier: teaching content instead of kids
  
6. Classroom is managed with firm, consistent and loving control.  
Doorway: teach students as a whole and in small groups - one on one  
Barrier: not enough time

### **Principle #7**

7. Interactions stress collectivity as well as individually.  
Doorway: students working in collaborative groups  
Barrier: unclear expectations of group rules or assignments

**Principle #7** cont'd

7. Interactions stress collectivity as well as individually.

Doorway: students working in groups each need to have a specific task that they are responsible for.

Barrier: undirected group work is not effective

7. Interactions stress collectivity as well as individually.

Doorway: having students work in groups to access prior knowledge - not just to get an assignment

Barrier: not understanding the need to set up guidelines and structure to working in groups

7. Interactions stress collectivity as well as individually.

Doorway: technology (using it specifically) groups are specific, organized and intentional

Barrier: technology (techno bullying); groups that are disorganized, without purpose or not organized intentionally (group roles)

7. Interactions stress collectivity as well as individually.

Doorway: cultural projects involving large/small/individual tasks in cross-curriculum projects

Barrier: teach your students the skills and give good/clear directions

7. Interactions stress collectivity as well as individually.

Doorway: answer questions (e.g. math problems) independently. Get in groups of 2-4 to check their answers. Students must agree on answers.

Barrier: students are not clear on what group work looks like, sounds like

7. Interactions stress collectivity as well as individually.

Doorway: cooperative learning assignments with specific responsibilities of each group member

Barrier: some teachers prefer to teach a large group

7. Interactions stress collectivity as well as individually.

Doorway: link leader club-junior is paired up with a freshman to act as a monitor, mentor and "friendly face"

Barrier: lack of recognition of some students except for negative activities

7. Interactions stress collectivity as well as individually.

Doorway: teach students as a whole and in small groups - one on one

Barrier: not enough time