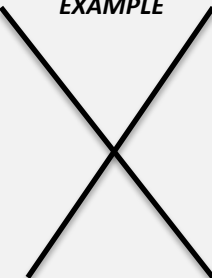


Purpose: **Propose and Support** structures that your school/district could implement to support your staff in meeting the needs of your historically underserved students, **by completing the provided graphic organizer.**

Current Structures	New Structures	Effect on Staff	Effect on <i>ALL</i> Students	Effect on <i>Historically Underserved</i> Students
<p><i>EXAMPLE</i></p> <p>Staff Meetings: - No professional Development - Information Dissemination</p>	<p><i>EXAMPLE</i></p> <p>During Staff Meetings – 20 minutes allotted for P.D. - Mandate - Sit in job-a-like groupings</p>	<p><i>EXAMPLE</i></p> <p>(+) Small dose of PD is not overwhelming (+) Exposure to new practices (-) Increase in meetings? (-) Increase in meeting times?</p>	<p><i>EXAMPLE</i></p> <p>(+) Consistency in new practices implemented in classrooms (+) Common expectations (-) Increase in meetings leads to less time for supporting students outside of the classroom</p>	<p><i>EXAMPLE</i></p> <p>(+) Common instructional strategies leads these students to feel more comfortable in mainstream classes (+) Content is more accessible (+) Historically underserved students receive increased opportunities for language development</p>
<p><i>EXAMPLE</i></p> 	<p><i>EXAMPLE</i></p> <p>Implement ESD during Teacher prep - Once a month</p>	<p><i>EXAMPLE</i></p> <p>(-) Loss of prep time (-) Increase in meetings (+) Small dose of PD (+) Exposure to new/best Practices (+/-) Increased accountability through “share-outs”</p>	<p><i>EXAMPLE</i></p> <p>(+) Consistency in new practices implemented in classrooms (+) Common expectations</p>	<p><i>EXAMPLE</i></p> <p>(+) Common instructional strategies leads these students to feel more comfortable in mainstream classes (+) With increased teacher accountability, students are more likely to see implementation in their classes</p>

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