

Our ABAR (Anti-bias/Anti-racist) Pledge

Reading Results is committed to upholding ABAR principles in all we do and know that this work is central to the vision that ALL children have the right to read and succeed. This requires explicit and intentional effort to counteract the systemic and systematic exclusion of BIPOC students.

We believe that literacy is a basic human right, and access to it is a social justice issue. Centuries of institutional and systemic racism have created disproportionate access and opportunity for BIPOC students compared to their white peers – particularly in the field of education. We support school districts and school efforts to achieve educational equity, by providing differentiated resources to support the success of all students.

The Reading Results Equity Lens is used to guide this process internally and help us hold ourselves accountable in this work. Our Equity Lens outlines sets of questions to help focus our work and center our ABAR ideals in all we do. Each tutor should be familiar with the Reading Results Equity Lens – particularly, the “top two” guiding questions:

- Is this [policy, decision, material, interaction] racist, nonracist, or anti-racist?**
- How might this [policy, decision, material, interaction] increase, decrease, or ignore equity?**

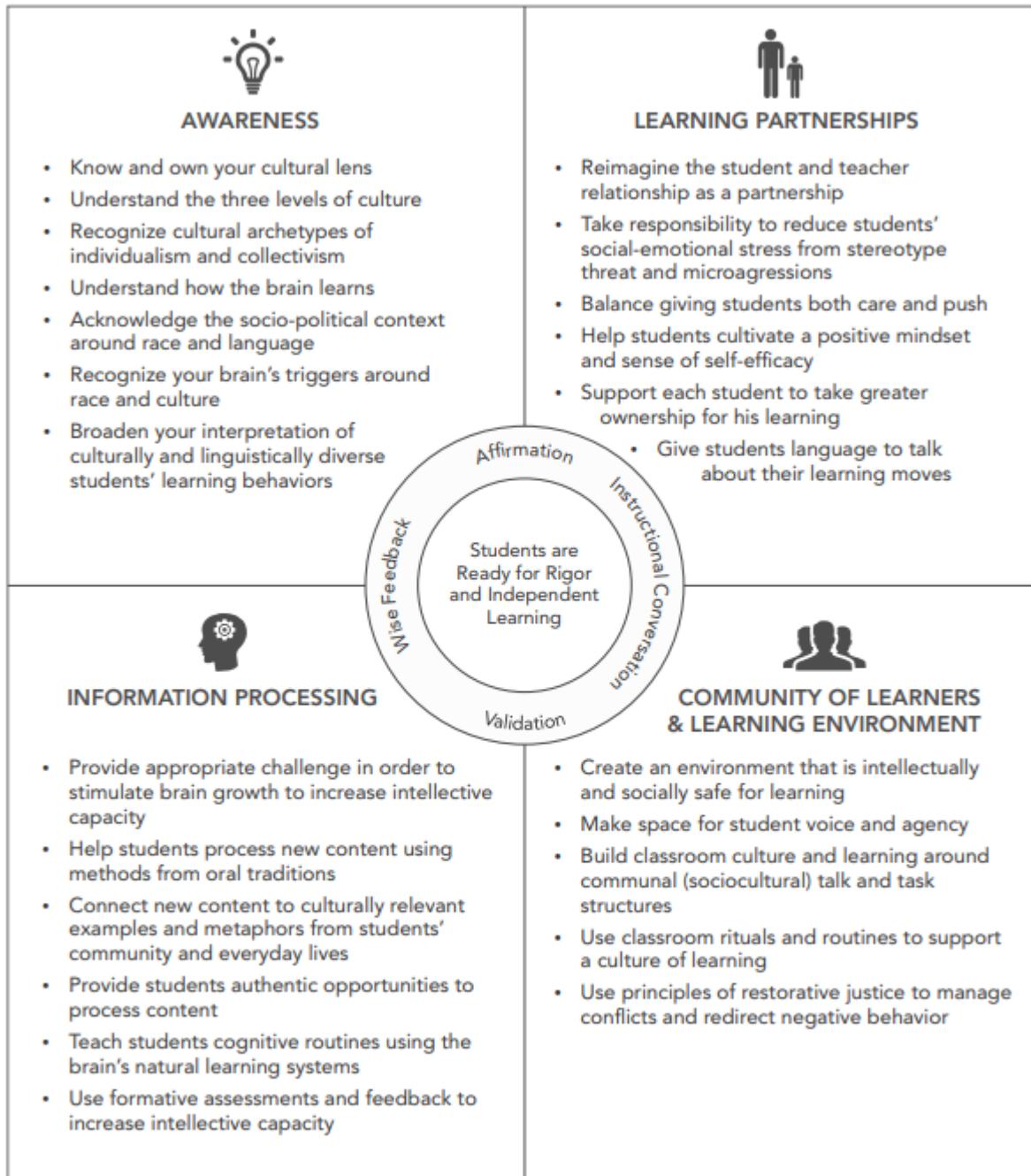
The full version of our Equity Lens can be found in the staff area of the Reading Results website.

Ready For Rigor Framework

In Culturally Responsive Teaching & The Brain, Zaretta Hammond writes:

Learning to put culturally responsive teaching into operation is like learning to rub your head and pat your stomach at the same time. This move feels a bit awkward at first because you have to get your hands to perform two different movements in unison. The trick is to get each movement going independently then synchronizing them into one rhythmic motion. The practices are only effective when done together. In unison they create a synergetic effect. The Ready for Rigor Framework lays out four separate practice areas that are inter-dependent. When the tools and strategies of each area are blended together, they create the social, emotional and cognitive conditions that allow students to more actively engage and take ownership of their learning process.

Ready For Rigor Framework for Culturally Responsive Teaching



Student Engagement

Culturally Responsive Teaching, Growth Mindset and The Zones of Regulation provide Reading Results Tutors models of thinking to support both students and themselves.

Culturally Responsive Teaching is a mindset and practice centered around the core belief that all students have inherent knowledge and skills, and it is the responsibility of the educator to create dynamic learning opportunities that meet the needs of all students. Within this work, Reading Results Tutors use the “Ready for Rigor” Framework by Zaretta Hammond to help guide our instruction.

Growth Mindset, as identified by Stanford professor Carol Dweck in her book *Mindset*, describes the mindset of people who believe that their success depends on time and effort. People with a growth mindset feel their skills and intelligence can be improved with effort and persistence. They embrace challenges, persist through obstacles, learn from criticism and seek out inspiration in others’ success.

The **Zones of Regulation**, developed by Leah Kuypers, provides a common language and compassionate framework to support positive mental health and social/emotional learning. The zones can be broken into four categories. Each one is a different level of alertness and each one is present in all of us at varying times.

Need some tips for keeping students engaged? Here are some things to try!

Reflect!

- Be self-aware and know when you’re running out of patience. Children are extremely perceptive and can identify almost immediately if you’re being inauthentic or don’t fully buy-in to what you’re saying/doing. If you find yourself in this space, take a minute to re-direct your thoughts and adjust your mindset.
- Consider what is in your control that you can alter.
 - Pacing – Is the lesson moving too slowly and the student is getting bored, or is it moving too quickly and they are getting overwhelmed?
 - Demeanor – Are you happy to be there? Are you happy to see the students in front of you? If not, they can tell!
 - Expectations – What are your expectations about what “successful learning” looks like. Ask yourself, “Does this interfere with them completing the task, or is it just annoying to me?”

Connect!

- Relationship is key! While it is critical for us to remember that we are tutors (not counselors), we can still make sure that students know they are safe, cared for and loved. This should come first.
- Play “This or That” for the first minute of the session (e.g. “Dogs or cats? Summer or winter? Sonic or Mario?). This will help you get to know them, as well as get them excited to share.
- Validate and affirm. Let them know that whatever they are feeling/experiencing is important, and that they are important, too.
- Tell a quick joke! Humor is great for de-escalating or distracting.