**Culturally and Linguistically Responsive Framework Inventory**

Instructions: *District, school, and charter school CLR Team members should complete this inventory individually and/or collectively in order to determine which CLR framework components may need more focus and/or intentionality.*

The Culturally and Linguistically Responsive Framework Inventory will be submitted in SharePoint *along with* the Visual Representation and Description of the CLR Framework.

| The NMPED Vision: Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students. | | | |
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| The NMPED defines CLR as validating and affirming an individual’s home culture and language to create connections with other cultures and languages in various social contexts. | | | |
| **The Culturally and Linguistically Responsive Framework Inventory** | We have a well-informed answer to this question for use to enhance or build upon our current CLR framework. | We have begun to research / collect information to answer this question. | We are in the beginning stages of exploring this question. |
| **STAGE 0*: Who are our underserved student populations and their families and communities? What desired outcomes do these families and communities have for their child’s education?*** | | | |
| Task 0A: Personal Perspective/Bias Analysis – Are we (individually and collectively) are approaching the work of CLR with a commitment to truth, racial healing, and transformation (TRHT)[[1]](#footnote-1)? |  |  |  |
| Task 0B: Do we know who our underserved student populations and their families and communities are? |  |  |  |
| Task 0C: What does a day/week/month/year in the life of our underserved student populations look like? |  |  |  |
| Task 0D: Centering CLR - What does it look like to center CLR in our district, school or charter school within the historical and current state of institutional power? |  |  |  |
| Task 0E: Student/Family/Community Landscape Analysis - What do our underserved student populations and their families desire in terms of outcomes for students? |  |  |  |
| Task 0F: Data - What does our data say about the holistic health, identity development, college and career readiness of our underserved student populations compared to what these students and their families hope for their educational outcomes? |  |  |  |
| Task 0G: Inequitable Systems - What are the historical inequities our underserved student populations and communities faced in the recent history of schooling in our district, school, or charter school? |  |  |  |
| Task 0H: Strengths - What strengths do our underserved student populations bring to our district, school, or charter school? |  |  |  |
| Task 0I: Desired Outcomes Analysis - How is our district, school, or charter school currently meeting, or not meeting, the desired outcomes for holistic health, identity development, and college and career readiness of our underserved student populations through our teaching and learning systems? |  |  |  |
| **STAGE OF LEARNING AND ESSENTIAL QUESTION**  **STAGE 1 - *What are the student, family, community, and/or tribal desired outcomes for our underserved student populations?*** | | | |
| Task 1A: How does our mission contribute to the holistic health, identity development, college and career readiness, and educational outcomes of our underserved student populations? |  |  |  |
| Task 1B: How is our mission validating and affirming the culture and language of our underserved students and communities? |  |  |  |
| Task 1C: Do we have mission/vision-driven outcomes for our underserved student populations and all students to become holistically healthy, secure in their identity, and grounded in their community values? |  |  |  |
| Task 1D: What are our district, school, charter school’s measurable outcomes for our identified underserved populations in four, three, two, and a year’s time? |  |  |  |
| **STAGE OF LEARNING AND ESSENTIAL QUESTION**  **STAGE 2: *What evidence do we need to determine our success toward our mission?*** | | | |
| Task 2A: Mission/Vision Indicators of Evidence: What internal evidence will we use to measure success towards our mission that includes holistic health, identity development, and educational outcomes for our underserved student populations? |  |  |  |
| Task 2B: Academic Indicators: What external evidence will we use as evidence of college and/or career success toward our mission as it pertains to underserved student populations? |  |  |  |
| **STAGE OF LEARNING AND ESSENTIAL QUESTION**  **Stage 3 - What plan (timeline, calendar, professional development, and communication) will result in incremental progress toward our desired outcomes for our underserved student populations?** | | | |
| **Academics** | | | |
| Task 3A: Our CLR framework for our underserved student populations include considerations for holistic wellness, identity development, and college and/or career readiness. |  |  |  |
| Task 3B: We have a curriculum adoption/adaptation plan to reflect the cultures and languages of our underserved student populations. |  |  |  |
| Task 3C: We have a plan for instructional delivery for our underserved student populations. |  |  |  |
| Task 3D: We have a school calendar, weekly schedule of classes, courses offered for our underserved student populations. |  |  |  |
| Task 3E: We have a professional development plan for principals, school leaders, teachers, and staff that is focused on our underserved student populations. |  |  |  |
| Task 3F: We have specific time allotted for the district, school, or charter school CLR team development and planning. |  |  |  |
| **Finance** | | | |
| Task 3G: We have a plan to ensure the use of a lens of equity in our resource allocation. |  |  |  |
| Task 3H: What adjustments need to be made to our resource allocation for our underserved student populations? |  |  |  |
| **STAGE OF LEARNING AND ESSENTIAL QUESTION**  **Stage 4 - How will we ensure consistent attention to the needs of our underserved students and communities after the initial phases of analysis and implementation?** | | | |
| Task 4A: Which components of the CLR Framework are not currently supported by the district/charter school policies? |  |  |  |
| Task 4B: Which annual planning documents will we use to guide our existing efforts at improvement (i.e. the 90-Day Plan)? |  |  |  |
| Task 4C: CLR Teams - How often will the CLR Team meet during the school year? |  |  |  |
| Task 4C: CLR Teams: How will the desired results for underserved student populations be communicated to district, school, and charter school leadership? |  |  |  |

1. TRHT seeks to unearth and jettison the deeply held, and often unconscious, beliefs created by racism – the main one being the belief in a “hierarchy of human value.” From the Kellogg Foundation’s “Heal Our Communities” project: <https://healourcommunities.org/> [↑](#footnote-ref-1)