



**Contextualized Learning for Access, Validation, Equity, and Success (CLAVES®)** is a framework that provides the professional learning needed to cultivate an equitable environment in classrooms and schools where each student, especially Multilingual learners, or English Learners, has access to contextualized content and language, while validating their individual identity and educational agency. Instructional reform is a complex system that requires interconnected supporting elements with leaders who intentionally support the overall systematic framework by providing ongoing, effective, and responsive professional learning. Sustainability is key!



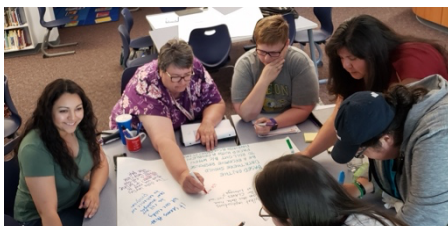
Within the CLAVES® framework, professional learning is organized and supported by leaders who embrace professional learning that is:

- focused on improving and building teacher skills for classroom practice;
- mediated through a learning community;
- focused on the everyday *work and practices* of classroom teachers; and
- research/evidence-based, and data-informed.

The key beliefs that serve as a foundation of CLAVES® are that **English learners:**

1. deserve equitable access to content and language development, and
2. have linguistic and cultural assets that must be validated and built upon in all aspects of their school community.

The CLAVES® professional learning days are organized so that participants have the opportunity for new learning, practice, and reflection.



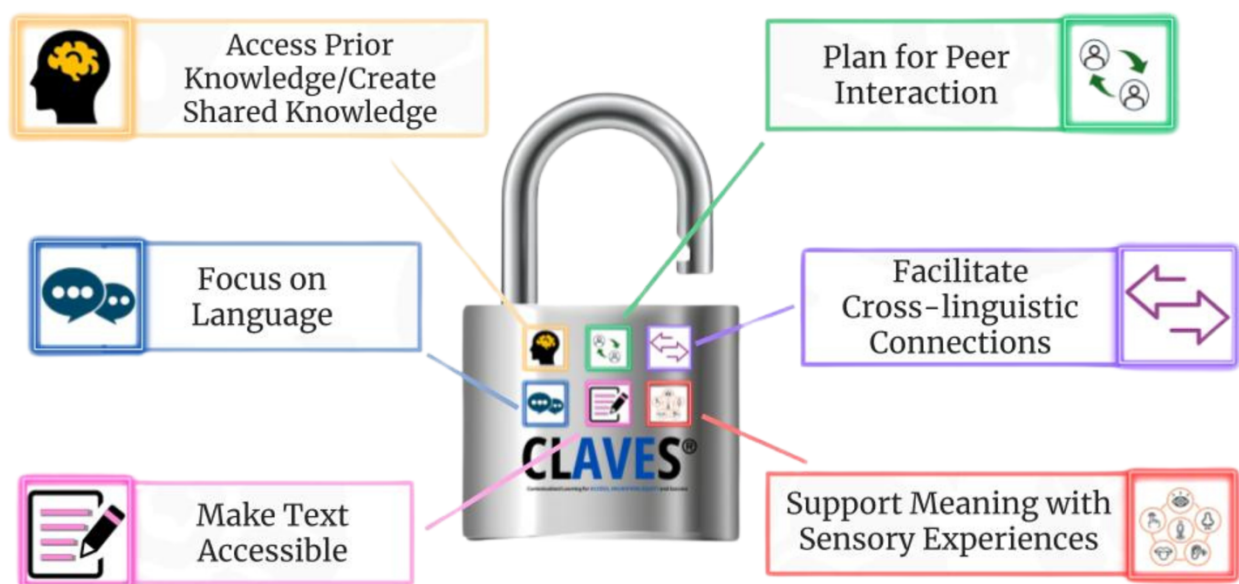
For more information on CLAVES®, email [claves@dlenm.org](mailto:claves@dlenm.org)



## Framework Overview

Leadership 1 day	Building Instructional Capacity 5 days	VISITAS® 2 days
District and School Leadership Team	Entire Staff or Cohort	
The district and school leadership teams will establish their role in sustaining CLAVES® implementation by building shared knowledge of the framework. There will be a focus on how to build a culture of equity through access and validation.	Participants will engage in 5 days of interactive and engaging professional development to build instructional capacity, as aligned with the CLAVES® framework. Teams will have the opportunity to discuss, participate in activities and plan for the implementation of the CLAVES® Pathways. A culture of equity through access and validation is needed for the successful implementation of CLAVES® and therefore will be integrated throughout.	Teachers will engage in visiting their colleagues' classrooms to observe the CLAVES® Pathways in action. Teams will have the opportunity to collect, analyze and discuss their observation data which will then inform next steps and commitments for implementing the CLAVES® framework.

## Contextualized Learning Pathways



For more information on CLAVES®, email [claves@dlenm.org](mailto:claves@dlenm.org)