



New Millennium Secondary School
GLEAM™ Framework

The GLEAM™ framework was coined by [UnboundEd](#) as a way to center 5 key components of mindset, planning, actions and experience. The ideas behind GLEAM™ are not new. They rest on UnboundEd’s learning from many extraordinary educators and on theories and evidence associated with learning science and culturally relevant and responsive teaching.

Importantly, GLEAM™ is not a set of technical skills. There is no recipe. There are no steps. It is not a rubric, nor is it a list of indisputable actions teachers take in the classroom. Inspiration for GLEAM™ comes from Dr. Gloria Ladson-Billings (2008), who wrote in her essay, [Yes, But How Do We Do It?](#), “I argue that the first problem that teachers confront is believing that successful teaching for poor students of color is primarily about ‘what to do.’ Instead, I suggest that the problem is rooted in how we think—about the social contexts, about the students, about the curriculum, and about instruction.”

Certainly, understanding “what to do” is essential, but it is not enough. That’s why the GLEAM™ hypothesis goes further. Only when a teacher’s mindset and planning are purposefully put into the service of grade-level, engaging, affirming, and meaningful instruction do teacher actions and student experiences exemplify successful teaching for historically marginalized students.

GLEAM™ Component	Questions to Consider
Grade Level (GL)	<ul style="list-style-type: none"> ● Are the texts at or above grade level? ● Are the texts clear, and do they build knowledge relevant to the content being studied? ● What questions can I ask that will require students to appropriately use academic language from the text(s) in their response or claims? ● What tasks can students complete that require them to attend to text structure, concepts, ideas, events and details?
Engaging (E)	<ul style="list-style-type: none"> ● What text-based instruction can I leverage that engages students in reading, speaking, or writing about text(s)? ● What questions can I ask that will require students to cite evidence from the text to support analysis, inference, and claims? ● What opportunities can I build that invite students to participate in authentic productive struggle that moves their thinking forward, helps them draw new conclusions, or broadens their understanding of a new topic or skill?
Affirming (A)	<ul style="list-style-type: none"> ● How can I create space for students to bring their life experiences, identities and cultures, funds of knowledge, and prior learning to the lesson? ● How can I make space for perspectives not included in the curriculum and affirm my students as humans and scholars within this lesson? ● What do I already know about students in my class, and how can I leverage that knowledge?
Meaningful (M)	<ul style="list-style-type: none"> ● How can I draw on my students’ interests and concerns within this grade-level lesson? ● What opportunities are there for students to take a critical lens towards local, national, and global systems and structures? ● How will students have a chance to identify their own power in enacting change?