

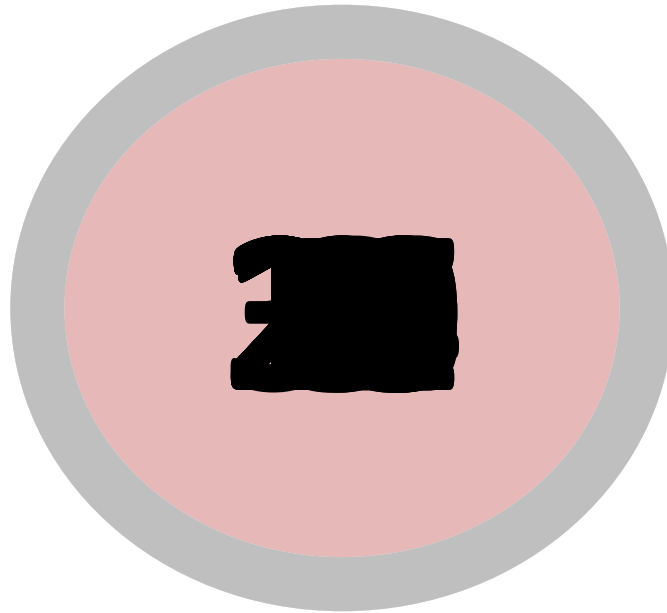


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Compassionate Classrooms to Accelerate Learning

Presentation for the
Alliance Symposium





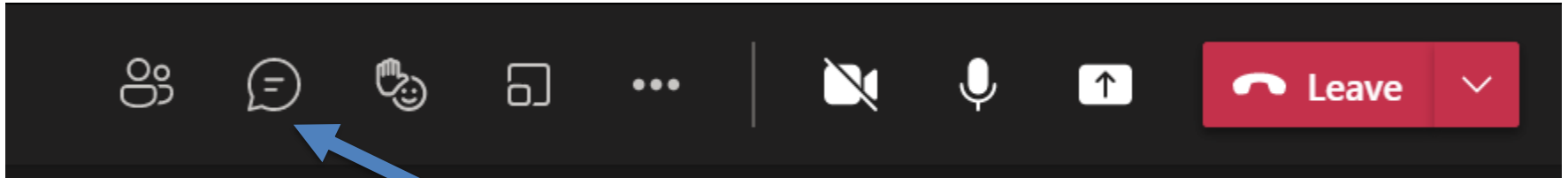
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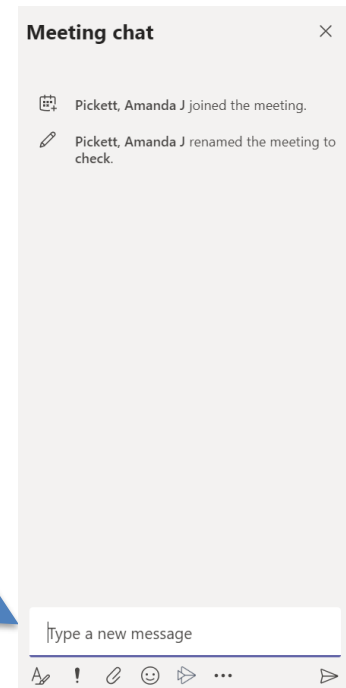
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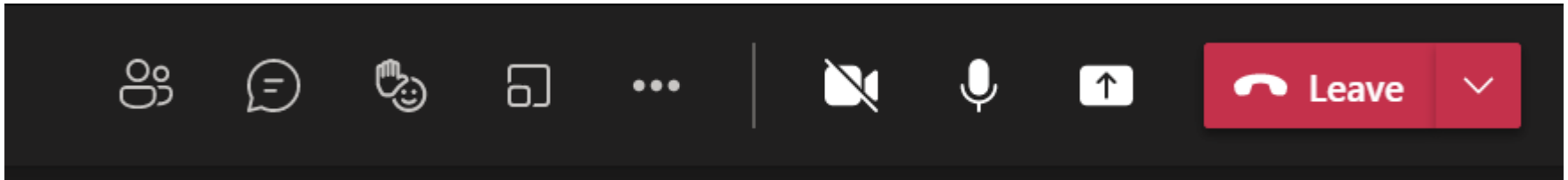
Team Features



Please use the chat box
to ask any questions.
I will keep track to make
sure each is answered!



Team Features



At the end, we will open it up
for questions or comments.
Feel free to raise your hand!



Agenda

- School Climate & Culture
 - Inclusive Community
 - Culturally Sustaining Relationships
- Engagement, a tool for Acceleration
 - Instructional strategies

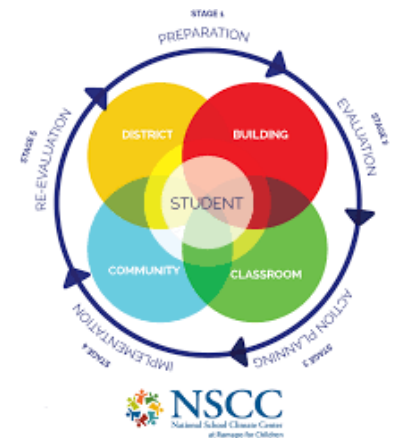


SCHOOL CULTURE & CLIMATE

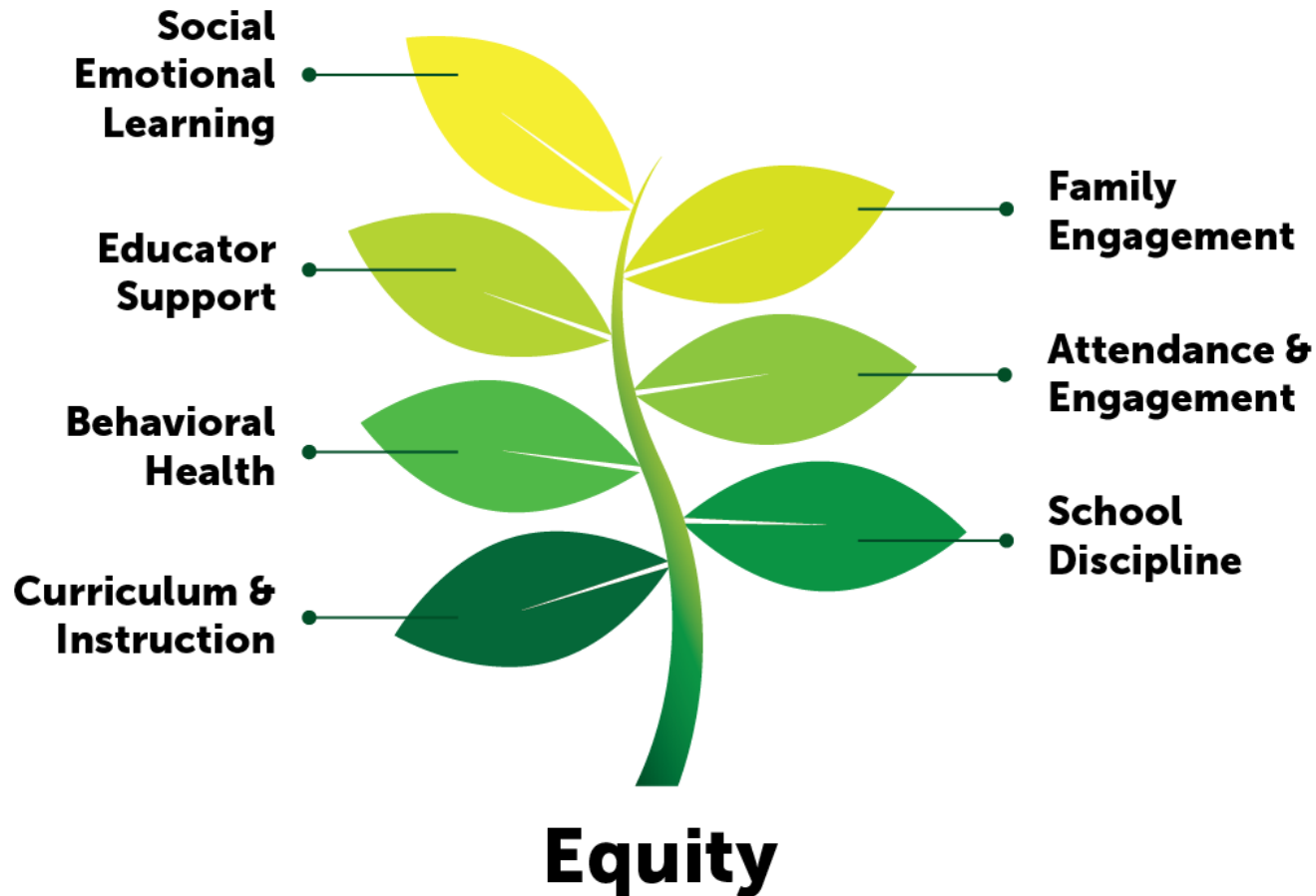


School Culture & Climate

- School Culture:
 - “norms, values, beliefs, traditions, and rituals built up over time.” (Deal and Peterson 1998)
- School Climate:
 - The quality and character of school life with a particular focus on the quality of the ***relationships*** within the school community between and among students and adults. (CGS § 10-222d)



Positive School Climate: Integrated Approach for Wellness



Understanding Identity: **IMPACT ON RELATIONSHIPS**



Breakout Introductions



Self Awareness

- Understanding one's emotions, personal identity, goals, and values.
- *Understand the links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and action are interconnected.*
 - *Define Values & Pursue Purpose*
 - *Investigate Privilege & Power*
 - *Uncover Bias*
 - *Reflect on Work Style*



Debrief Introductions: Which Identities did you mention?

- Race
- Ethnicity
- Nationality
- Sex
- Gender
- Socio-Economic Status
- Career



BUILDING RELATIONSHIPS THROUGH INSTRUCTION



Relationship

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support.



Engagement

New definition of engagement: Minds on, not just hands on engagement. All students deserve intellectually engaging instruction.

Is it...	Not this...
A problem that is school or community based that students are interested in understanding or solving	Skill based worksheets
Encouraging students to think and apply understanding with context that is meaningful to students	Memory based math
Developing understanding	Individual answer-getting tasks
Inviting student voices, experiences, and opinions	A word problem with no cultural context with a procedure for solving
Structures that allow students to develop ideas and understandings, while challenging status quo and previous constructs	Isolated responses to be judged as right or wrong

Source: Sleeter, C. & Cornbleth, C. (2011). Teaching with vision: Culturally responsive teaching in standards-based classroom. New York: Teachers College Press

Creating a Culturally Sustaining Classroom through Building Relationships and Intentional Instructional Practices

Elements	Actions Desired by Students	Creating the Conditions	Supporting Instructional Practices	CCT Rubric
	Express Care	<ul style="list-style-type: none"> • Be dependable • Listen • Believe in me • Be warm • Encourage 	<ul style="list-style-type: none"> • Examine your values, beliefs, and aspects of your identity and how they impact relationships with students to inform the development of positive relationships • Collaboratively develop and communicate expectations and routines for behavior, engagement, and learning • Align learning tasks to connect to students' environments, experiences, values, needs, and strengths in order to actively engage students in learning 	<ul style="list-style-type: none"> • Communicating clear learning goals • Fair and clear criteria for evaluation • Relevant learning models such as learning contracts, pedagogical flexibility and experiential learning
	Challenge Growth	<ul style="list-style-type: none"> • Expect the best • Stretch • Hold me accountable • Reflect on failures 	<ul style="list-style-type: none"> • Foster the development of academic identities for all students • Provide challenging and meaningful learning experiences involving higher order thinking and critical inquiry • Recognize academic features in student's daily speech and support the development of language and its context of use to foster critical language awareness • Encourage self-assessment 	<ul style="list-style-type: none"> • Posing problems • Encourage decision making • Experimental inquiry • Invention • Simulations • Investigation of definitions • Rubrics
	Provide Support	<ul style="list-style-type: none"> • Navigate systems and situations • Empower • Advocate • Set boundaries 	<ul style="list-style-type: none"> • Address relevant, real-world issues impacting students in an action-oriented manner • Develop an understanding of students' strengths, interests, and learning styles to build upon for new and challenging learning • Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time 	<ul style="list-style-type: none"> • Reframing • Seek and provide timely feedback • Tests and testing formats critiqued for bias • Scaffolding • Pre-Teaching • Writing groups • Multi-dimensional sharing • Enhance meaning
	Share Power	<ul style="list-style-type: none"> • Respect me • Include me • Collaborate • Let me be heard 	<ul style="list-style-type: none"> • Share ownership of knowing and learning with all students, empowering students to share their expertise and staff sharing their expertise with students • Connect assessment to students' experiences, frames of reference, and values • Encourage discussion of relevant experiences • Engage and partner with students, families and community resources to inform decision making 	<ul style="list-style-type: none"> • Cooperative learning approaches • Peer teaching • Promote collaborative conversations • Contextualized assessment • Self-assessment • Goal setting
	Expand Possibilities	<ul style="list-style-type: none"> • Inspire • Broaden horizons • Connect 	<ul style="list-style-type: none"> • Provide engaging learning experiences connected to the local community and leverage civic and service learning opportunities and partnerships • Ignite curiosity about the world beyond and connect to students' own experiences • Relate teaching and learning activities to students previous knowledge 	<ul style="list-style-type: none"> • Authentic assessment tasks • Historical investigation • Portfolios and process-folios • Case-study methods • Incorporate art

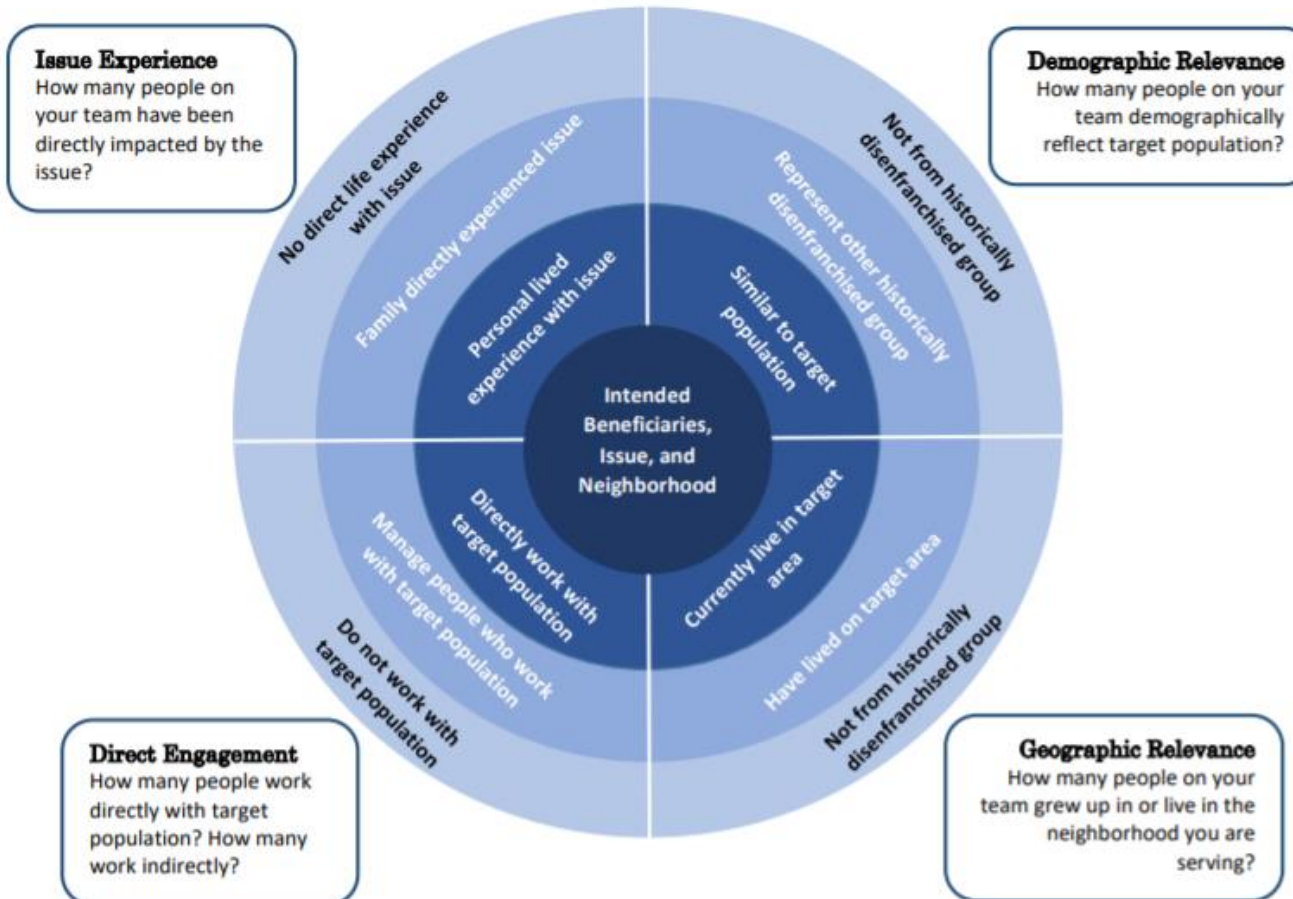
Adapted from *Developmental Relationships Framework* retrieved from <https://www.search-institute.org/dev-relationships-framework> and *A Framework for Culturally Responsive Teaching*, Włodkowski, R. & Ginsber, M. retrieved from <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>



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Team Membership



¹ This guidance was adapted from the Community Engagement Toolkit created by Leading Inside Out and the Collective Impact Forum. <https://collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf>



CCT Jamboard

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p>▶ Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>▶ Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



Relationships & Instruction

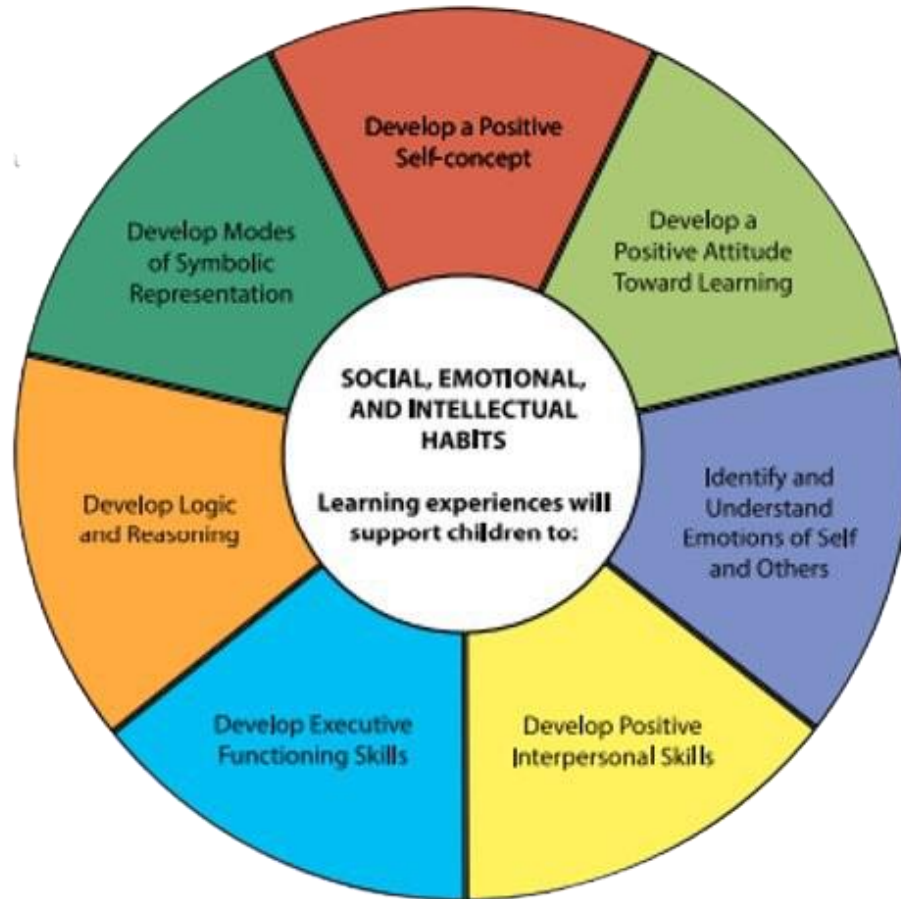


Discussion

- What did you notice about the teacher's conditions and practices?
- What did you notice about the students?



CSDE: Components of Social, Emotional, and Intellectual Habits



Key Takeaways

- Reflection
- Support
- Plan for Alignment
- Plan for Turnkey



Questions?



Resources

- CSDE Resource:
 - [THE CCT Rubric](#)
 - [The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3](#)
 - [Evidence-Based Practice Guides](#)
- Relationship Building Practices
 - [CASEL Teacher Practices](#)
 - [Search Institute – The Developmental Relationship Framework](#)
 - [Teaching Works – Building Respectful Relationships](#)
 - [University of Michigan – Teaching Works](#)
- [University of Michigan – Identity Wheel](#)
- [NIRN - Stakeholder Engagement Guide](#)



THANK YOU

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