

2/4/2014

Creating Supportive and Inclusive Learning (SAIL) Environments:
Refining Our Professional Practice



SAIL Mission

- All members of the TUSD community have a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.
- All students are respected, included and valued in a culture of high expectations for behavior and learning.

Outcomes

Participants will be able to:

- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.
- Identify fundamentals of supportive and inclusive learning environments for all students.
- Utilize the Danielson Framework as a tool to reflect on practice and develop action steps to build equitable learning environments.

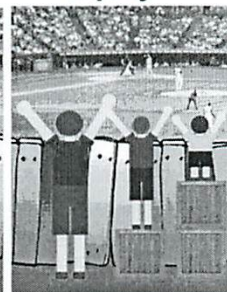
Norms

- Equity of voice
- Attentive listening
- Safety of share different perspectives
- Commitment to the work
- Deferment of checking emails, texts, and the Internet
- Signal

Equality



Equity



SAIL Compass partners

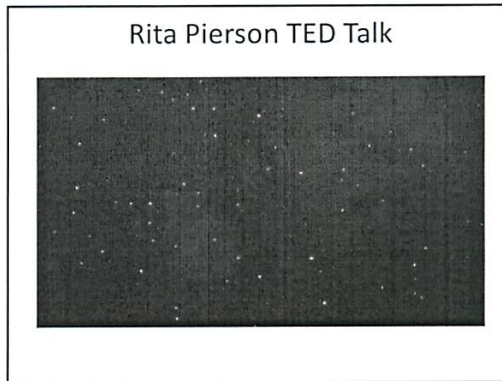
Please find a partner for each direction:
North, South, East, and West

- North partner: someone you know
- South partner: someone at a different level (ie: if you teach elem, find a MS/HS person)
- East partner: someone at a similar grade level, from a different school
- West partner: someone who teaches in a different area of Tucson

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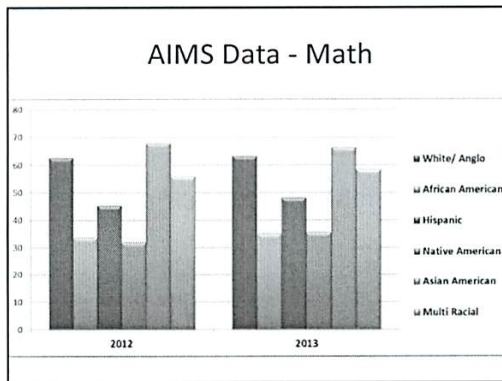
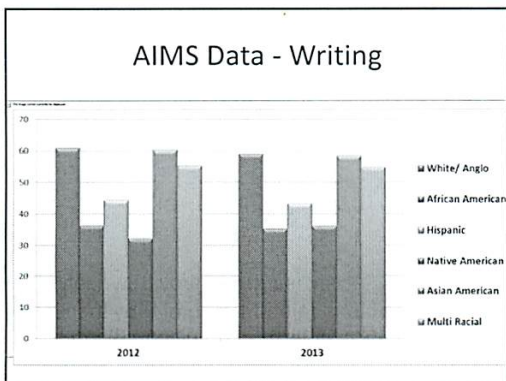
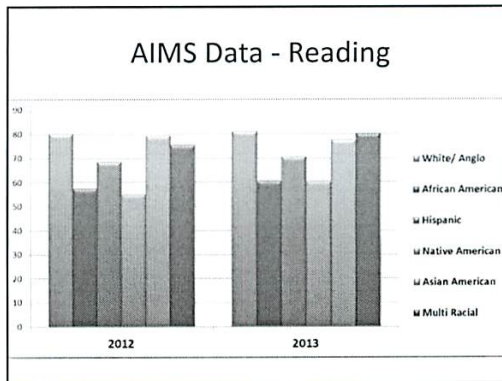
Video Engagement

- As you watch the video, jot down any connections you make regarding supportive and inclusive environments.



Video engagement

- Meet with your North partner.
- Share your important point and discuss the ways the teacher in the video exemplifies the mission of SAIL.
- Share one idea of how you currently incorporate SAIL in your practice.
- Share out. (Take a moment to jot down a strategy you might use in your practice).



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TUSD 4 Year Graduation Data

Looking at the table below, what do you notice?

Cohort	White	AfAm	Hisp	NatAm	Asian	ELL	SPED
2006	89.88%	84.72%	81.25%	65.60%	96.67%	65.40%	68.93%
2007	89.70%	83.13%	80.89%	68.25%	87.79%	69.02%	68.98%
2008	88.68%	76.63%	77.45%	62.18%	94.03%	55.85%	69.30%
2009	87.79%	77.82%	79.54%	72.22%	94.93%	66.91%	70.05%
2010	88.19%	81.98%	80.94%	64.35%	94.66%	65.13%	67.09%
2011	89.44%	76.27%	78.77%	62.24%	84.25%	40.18%	62.65%
2012	86.11%	76.82%	77.10%	67.01%	80.62%	32.38%	62.50%
2013	84.72%	73.89%	73.73%	58.82%	79.17%	32.00%	56.86%

Discipline Data

1st Semester Discipline Comparison for SF 2012-13 and 2013-14 Disaggregated by ethnicity and consequence

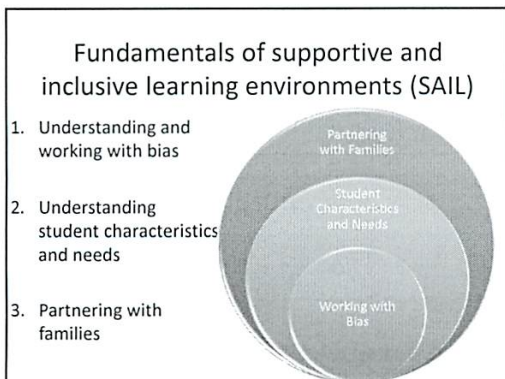
Year	N	Hispanic American				Native American				Asian Pacific				Multi-Racial	
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
In-school	238	229	4%	8%	91%	81%	4%	4%	20%	13%	3%	2%	2%	2%	
Out-of-school	20%	21%	11%	12%	55%	4%	3%	1%	1%	1%	1%	1%	1%	1%	
Expulsion	247	247	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Out-of-school	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	
Expulsion	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	
Out-of-school	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	
Expulsion	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	

- ### Closure
- Find your East partner
 - Discuss how this data connects with supportive and inclusive learning environments.
 - As professionals, how might you use this knowledge to plan for a supportive and inclusive environment.

What is a Supportive and Inclusive Learning Environment?

Supportive and Inclusive education is about the learning, engagement and inclusion of each learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of each learner. Every member of the learning community feels valued and included.

-Adapted from the work of Dr. Willis Hawley



- ### Understanding student characteristics and needs
- Six important inter-related pedagogical influences on student learning:**
1. Developing caring relationships with students while maintaining high expectations
 2. Engaging and motivating students
 3. Assessing student performance
 4. Grouping students for instruction
 5. Selecting and effectively using learning resources
 6. Promoting and learning from family and community engagement
- Thomas, 2011*

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Recipe for Building Positive Relationships

Discreet and observable behaviors and attitudes:

- Showing empathy and compassion
- Being a safe person
- Knowing our students as individuals
- Setting high learning and behavioral expectation

Closure on Fundamentals of SAIL

- On your dry erase board, in your own words, list the 3 fundamentals.
- Now erase one, pass to the right, that person fills in the missing fundamental.
- Erase another one, pass to the right again, that person fills in the new missing fundamental.



Supportive and Inclusive Relationships

- As you think about a classroom where students feel safe and supported, what components in the Framework for Teaching stand out for you.
- Reflect Individually
- Share with an elbow partner

Charlotte Danielson's FRAMEWORK FOR TEACHING	
DOMAIN 1: Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Pedagogical content knowledge • Content practices 1b. Demonstrating Knowledge of Students • Cross-sectional learning profiles • Baseline needs • Student skills, knowledge, and proficiencies • Needs and cultural context 1c. Setting Instructional Outcomes • Clear, measurable and aligned • Goals • Student • Outcomes for diverse learners 1d. Demonstrating Knowledge of Resources • For resources • Beyond content knowledge • For students 1e. Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f. Designing Student Assessment • Consistency with outcomes • Content and standards • Formative assessment • Use for learning	DOMAIN 2: The Classroom Environment 2a. Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b. Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student work habits 2c. Managing Classroom Procedures • Instructional groups • Transition • Materials and supplies • Non-instructional duties • Assessment of classroom and performance 2d. Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e. Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a. Reflecting on Teaching • Practice • Self-reflection 4b. Maintaining Accurate Records • Student records • Communication records 4c. Communicating with Families • Family engagement program • Meet individual parents 4d. Participating in a Professional Community • Relationship with colleagues • Participation in school projects • Development of professional identity • Access to release 4e. Growing and Developing Professionally • Commitment to ongoing knowledge and skill acquisition and • Flexibility to continue professional growth • Practice in the profession 4f. Seeking Professional Growth • Longitudinal growth • Develops students • A history • Demonstrating • Consistent with standards for practice	DOMAIN 3: Instruction 3a. Communicating with Students • Distribution of meaning • Critical and problem-solving • Interpretation of content • Use of the art and other language 3b. Using Questioning and Discussion Techniques • Content questions • Discussion techniques • Student participation 3c. Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d. Using Assessment in Instruction • Assessment check • Benchmark of student learning • Feedback to students • Student self assessment and monitoring 3e. Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

Framework Connections to SAIL

In order to create a supportive and inclusive learning environment, what components of a teacher's practice would fall in the Proficient or Distinguished levels of performance? What does this say about the interrelatedness of the components? (Reason for this is to highlight knowing students/families, see p. 31 in the Danielson book) Directions on the activity are on the next slide.

Alignment to the framework

- Break up in 4's. Identify the components in your domain that align with SAIL. Write your rationale for the components you select and share out with table partners. (130 minutes)

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Understanding Culture

- What are the different ways you learn about our students?
*What takes place at the district level?
The school level? The classroom level?*

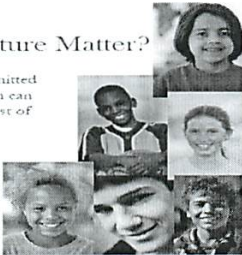
Understanding Culture

- In what ways might an understanding of culture impact instruction and student learning?
- How does understanding culture align with Domain 4 (Professional Responsibility)?

Why does culture matter?


Why Does Culture Matter?

As educators, we are committed to ensuring that all children can learn and achieve to the best of their ability.




CULTURE ACTIVITY to dig deeper 15-20 mins

District Resources



Action Step

- Turn to page 35 in the Danielson Framework for Teaching
- Read then choose an indicator
- create an action step to impact your professional practice, your students, your classroom



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- Sharing District Resources
- Development of Next Steps
- Principals: How will principals facilitate this in their buildings? What are some important considerations they need to keep in mind in working with their staff.
- Teachers: What are 2 or 3 action steps you will take to develop a supportive and inclusive environment for your students.

- ### Evaluation
- Put a section in for needs

- ### Resources
- Websites for those who want more