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

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

Equity
Video Engagement

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

Rita Pierson TED Talk

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).

AIMS Data - Reading

AIMS Data - Writing

AIMS Data - Math

2/4/2014
TUSD 4 Year Graduation Data

Looking at the table below, what do you notice?

<table>
<thead>
<tr>
<th>Cohort</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>89.8%</td>
<td>84.7%</td>
<td>81.2%</td>
<td>65.6%</td>
<td>96.6%</td>
<td>65.4%</td>
<td>68.9%</td>
</tr>
<tr>
<td>2007</td>
<td>88.7%</td>
<td>83.1%</td>
<td>80.9%</td>
<td>68.2%</td>
<td>97.7%</td>
<td>69.0%</td>
<td>68.9%</td>
</tr>
<tr>
<td>2008</td>
<td>88.6%</td>
<td>76.6%</td>
<td>77.4%</td>
<td>62.8%</td>
<td>94.0%</td>
<td>55.8%</td>
<td>69.3%</td>
</tr>
<tr>
<td>2009</td>
<td>87.7%</td>
<td>77.8%</td>
<td>79.5%</td>
<td>72.2%</td>
<td>94.3%</td>
<td>66.9%</td>
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</tr>
<tr>
<td>2010</td>
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<td>81.9%</td>
<td>80.9%</td>
<td>64.3%</td>
<td>94.6%</td>
<td>65.1%</td>
<td>67.0%</td>
</tr>
<tr>
<td>2011</td>
<td>89.4%</td>
<td>76.3%</td>
<td>78.7%</td>
<td>62.2%</td>
<td>84.2%</td>
<td>40.1%</td>
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<tr>
<td>2012</td>
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<td>76.8%</td>
<td>77.1%</td>
<td>67.0%</td>
<td>80.6%</td>
<td>32.3%</td>
<td>62.5%</td>
</tr>
<tr>
<td>2013</td>
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<td>73.9%</td>
<td>73.7%</td>
<td>58.2%</td>
<td>79.1%</td>
<td>32.0%</td>
<td>56.5%</td>
</tr>
</tbody>
</table>

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

Fundamentals of supportive and inclusive learning environments (SAIL)

1. Understanding and working with bias
2. Understanding student characteristics and needs
3. Partnering with families

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
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

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)
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?

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
Case 4:74-cv-00090-DCB   Document 1690-6   Filed 10/01/14   Page 105 of 229

2/4/2014

- 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