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

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SAIL Mission

Supportive **A**nd **I**nclusive **L**earning **(SAIL)** Environments

Each member of the TUSD community has a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.

Each student is respected, included and valued in a culture of high expectations for behavior and learning.

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SAIL 3 hour Overview Outcomes

Participants will be able to:

- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.

- Identify in writing, the 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 **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** environments.
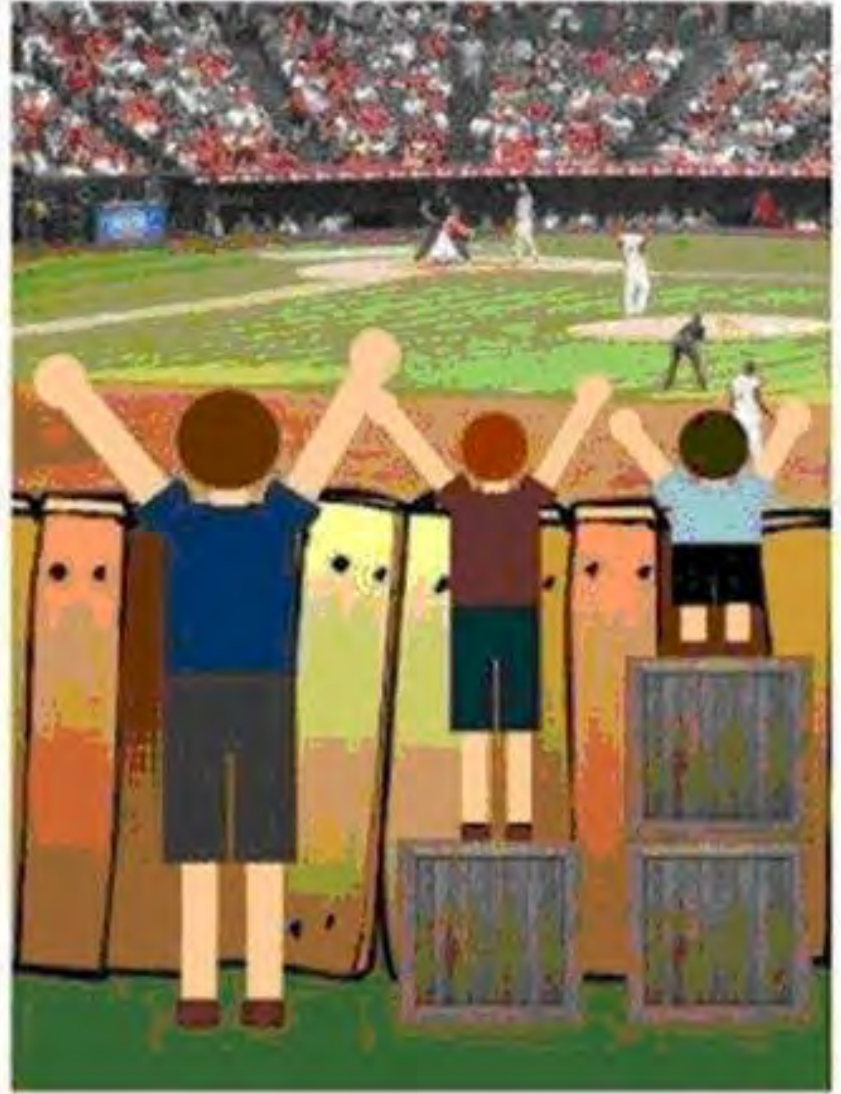
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Norms

- Equity of voice

- Attentive listening

- Safety to share different perspectives

- Commitment to the work

- Deferment of checking emails, texts, and the Internet

- Signal

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Compass Partners

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

- **N**orth partner: someone you know

- **S**outh partner: someone at a different level (ie: if you teach elem, find a MS/HS person)

- **E**ast partner: someone at a similar grade level, from a different school

- **W**est partner: someone who teaches in a different area of Tucson

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Anticipatory Set

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

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

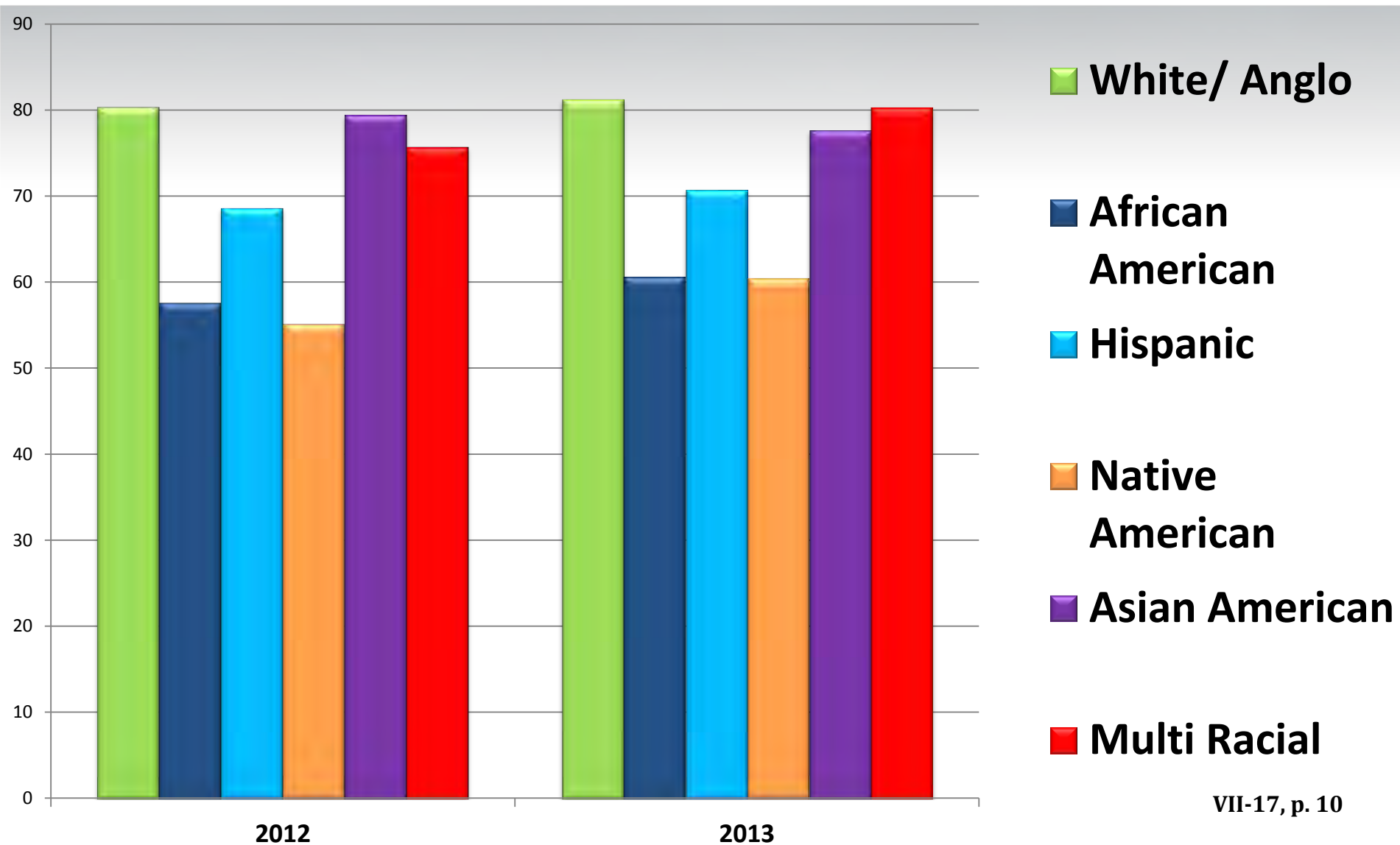VII-17, p. 7

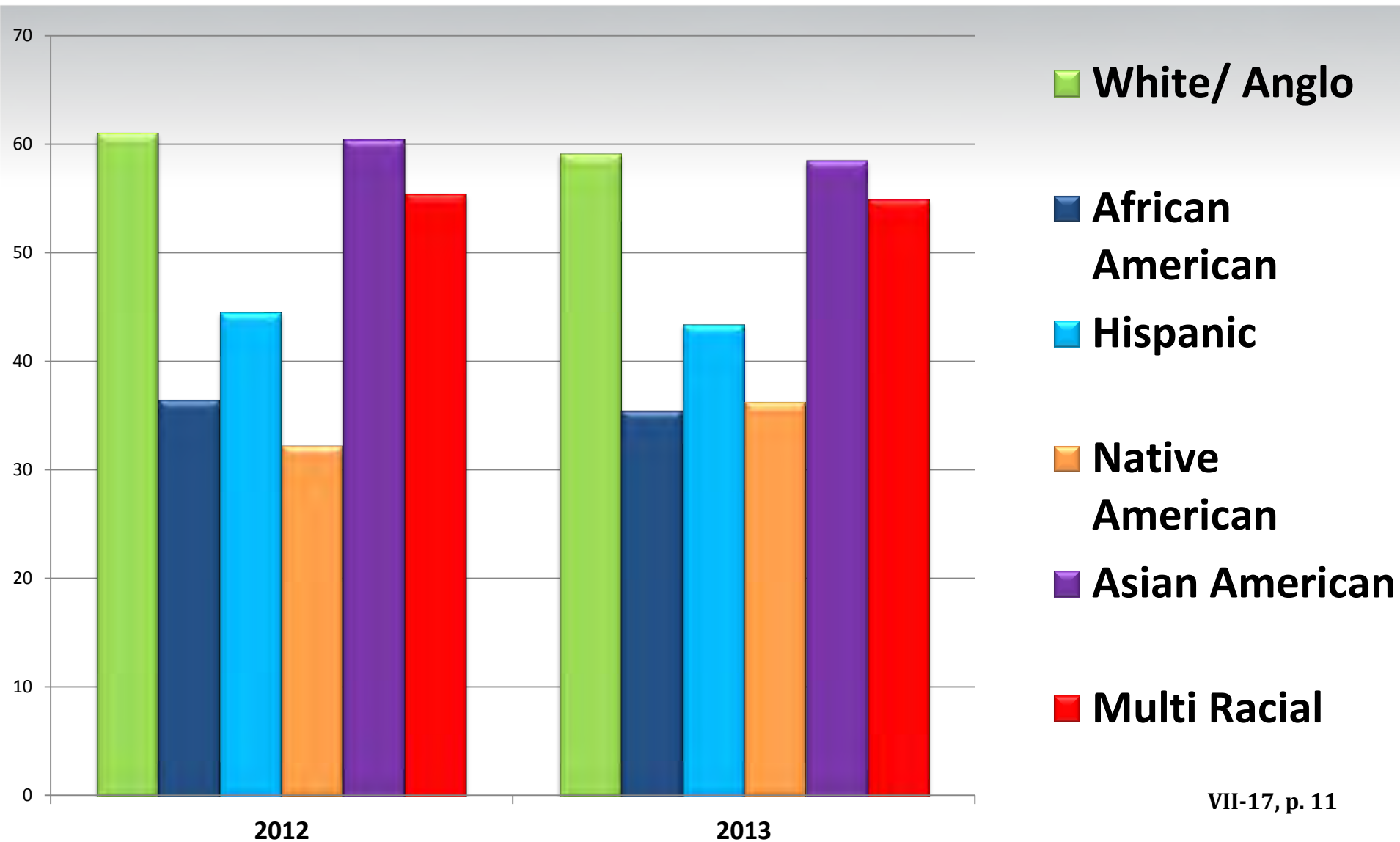# Rita Pierson TED Talk

Video Engagement

- Meet with your North partner.

- Share one or two points from your notes.

- Discuss the ways the teacher in the video exemplifies the mission of **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** environments.
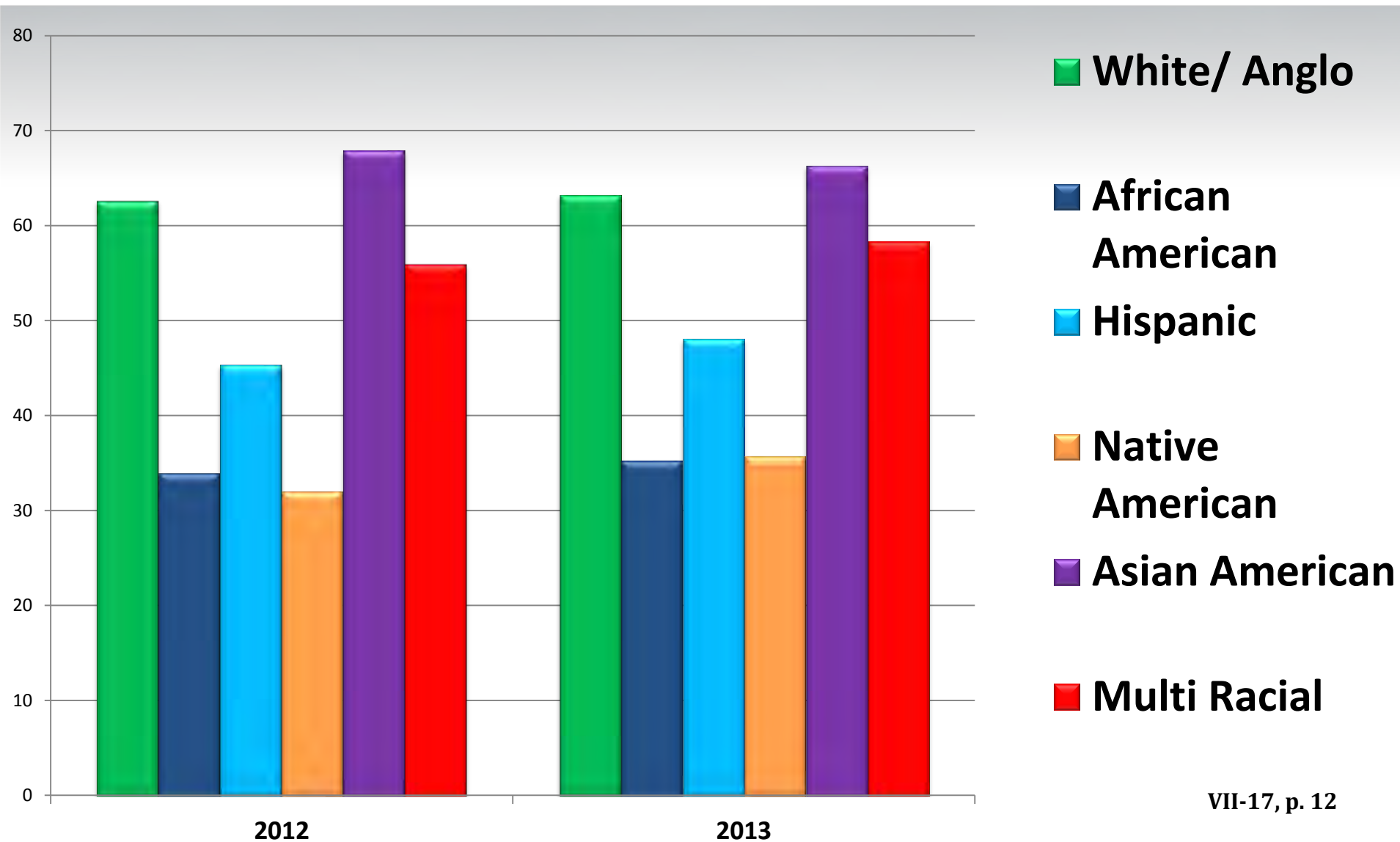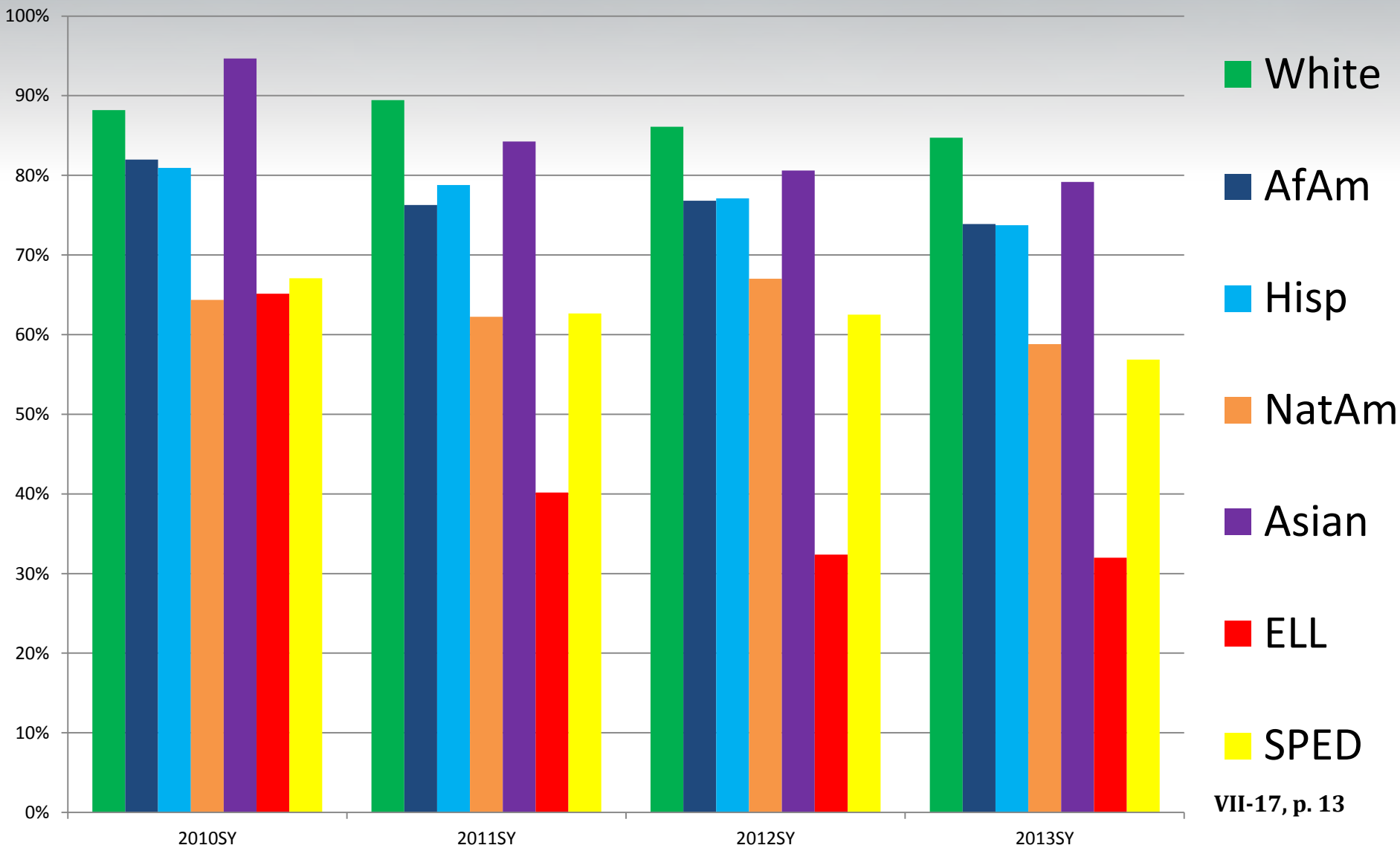
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AIMS Data - Reading

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AIMS Data - Writing

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AIMS Data - Math

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TUSD 4 Year Graduation Data 10-13

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Discipline Data

1st Semester Discipline Comparison for SY 2012-13 and 2013-14 disaggregated by ethnicity and consequence

		White		African American		Hispanic/Latino		Native American		Asian Pacific American		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
Enroll	N	12393	11751	3010	2920	32965	32308	2037	2039	1266	1134	1495	1554
	%	23%	22%	6%	6%	61%	61%	4%	4%	2%	2%	3%	3%
In-school Discipline	N	1683	2107	963	1227	5176	5112	384	313	116	71	261	527
	%	20%	23%	11%	13%	60%	55%	4%	3%	1%	1%	3%	6%
In-school Suspension	N	247	245	191	192	937	707	65	50	22	10	51	65
	%	16%	19%	13%	15%	62%	56%	4%	4%	1%	1%	3%	5%
Short-Term (out of School) Suspension	N	371	264	208	180	1065	749	87	74	21	12	69	63
	%	20%	20%	11%	13%	58%	56%	5%	6%	1%	1%	4%	5%
Long-Term (out of School) Suspension	N	43	24	12	20	149	104	8	5	0	1	9	7
	%	19%	15%	5%	12%	67%	65%	4%	3%	0%	1%	4%	4%

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Intermittent Closure

- Find your East partner

- Discuss how this data connects with **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** environments.

- As professionals, how might you use this knowledge to plan for a supportive and inclusive environment.

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What is a Supportive and Inclusive Learning (SAIL) 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.

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Fundamentals of Supportive and Inclusive Learning Environments (SAIL)

1. Partnering with Families

2. Understanding Student Characteristics and Needs

3. Understanding and Working with Bias

Partnering with Families

Student Characteristics and Needs

Working with Bias

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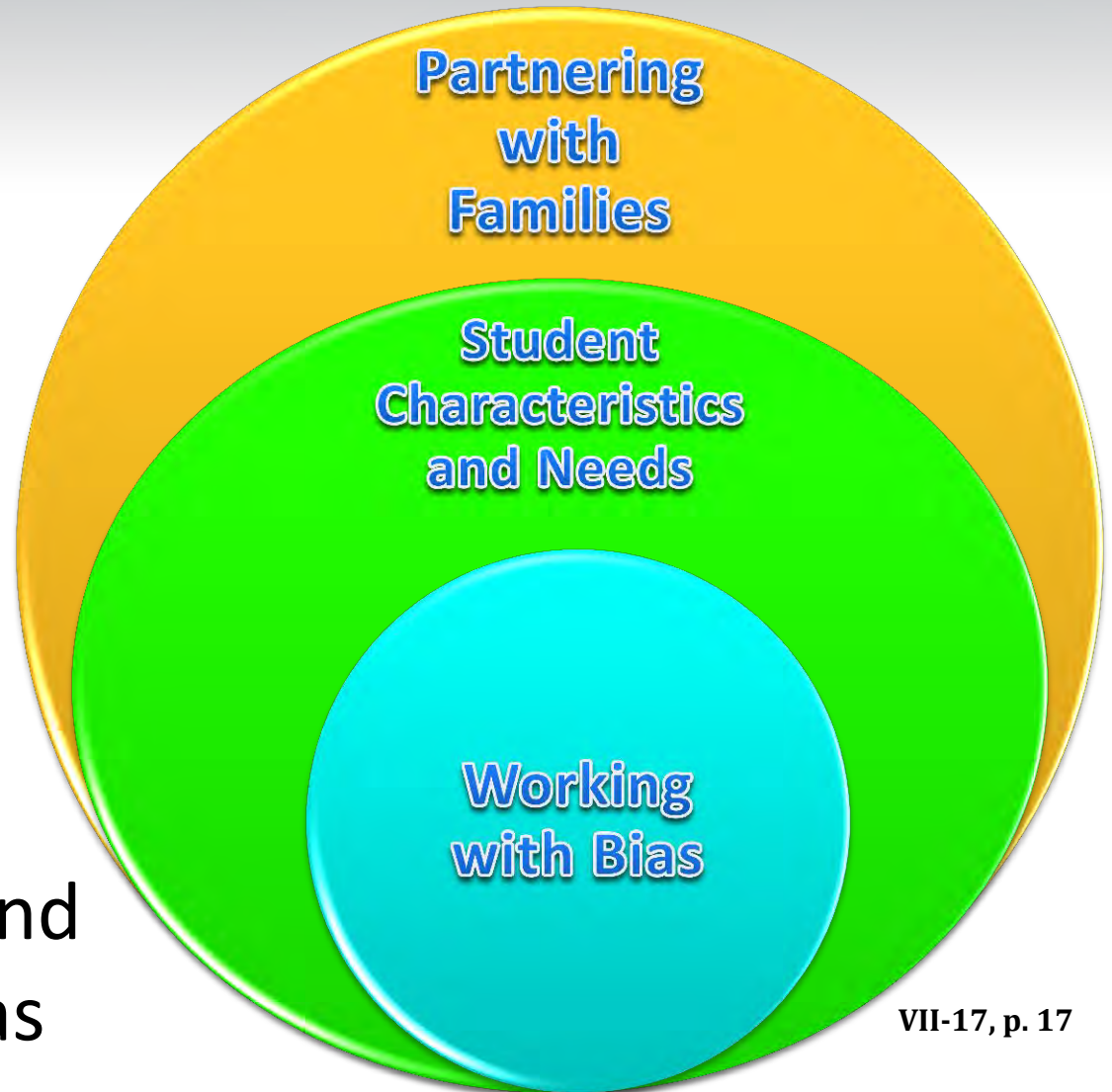
Anticipatory Set

- On post it notes, write things you do, your experience or initiatives which connect with the 3 fundamentals of **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** environments.
(Make sure you have 1 concept per post it note)

- Word splash: place post it notes on the applicable fundamental poster.

- Gallery walk: look for ideas different than those you wrote. Record on your graphic organizer, both your ideas as well as new ideas collected.

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Partnering with Families

1. Creating District-wide Strategies

2. Building School Capacity

3. Engaging Families

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- Harvard Family Research Project

Partnering with Families

Epstein's Framework of Six Types of Involvement for Comprehensive Programs of Partnership	
Type 1: Parenting	Assist families with parenting and child-rearing skills, understanding child development, and setting home conditions that support children as developmental needs change over time
Type 2: Communicating	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications
Type 3: Volunteering	Improve the recruitment, training, work and schedules to involve families as volunteers supporting school programs
Type 4: Learning at Home	Involve families with their children in learning activities at home, from the use of emergent curriculum and everyday routines, to purposeful curriculum based activities
Type 5: Decision Making	Include parents as participants in school decisions, governance and advocacy for early education that will support and sustain the school
Type 6: Collaborating with the Community	Coordinate resources and services for families, students, and the school with businesses, agencies and other groups

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- From School, Family, and Community Partnerships Your Handbook for Action

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

Caring Relationships with Students

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

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Understanding and Working with Bias

- **Bias is ever-present, unavoidable and human.**

- **Much of the time biases are not only unintentional, but also unconscious.**

- **Unconscious bias translates into behavior.**

- **Bias affects performance.**

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http://diversity-executive.com/articles/view/understanding-bias-is-essential-to-inclusion/1

Understanding and Working with Bias

- The Hidden Brain - A host of brain functions, emotional responses, and cognitive processes that happen outside our conscious awareness but have a decisive effect on how we behave. – Shankar Vedantam

- A kind of prejudice you have that you aren't aware of, that affects the kinds of impressions and conclusions that you reach automatically, without thinking. – Malcolm Gladwell, in Blink

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Understanding and Working with Bias

- Unconscious bias may lead a person to act in a way that is at odds with their intentions.

- Unconscious bias influences people subtly, not overtly. It derives much of it's power from the fact that people are unaware of it

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Intermittent Closure on Fundamentals

Turn to an elbow partner and discuss significant learnings or insights from the discussion on the Fundamentals of **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** environments listed below.

1. Partnering with Families

2. Understanding Student Characteristics and Needs

3. Understanding and Working with Bias

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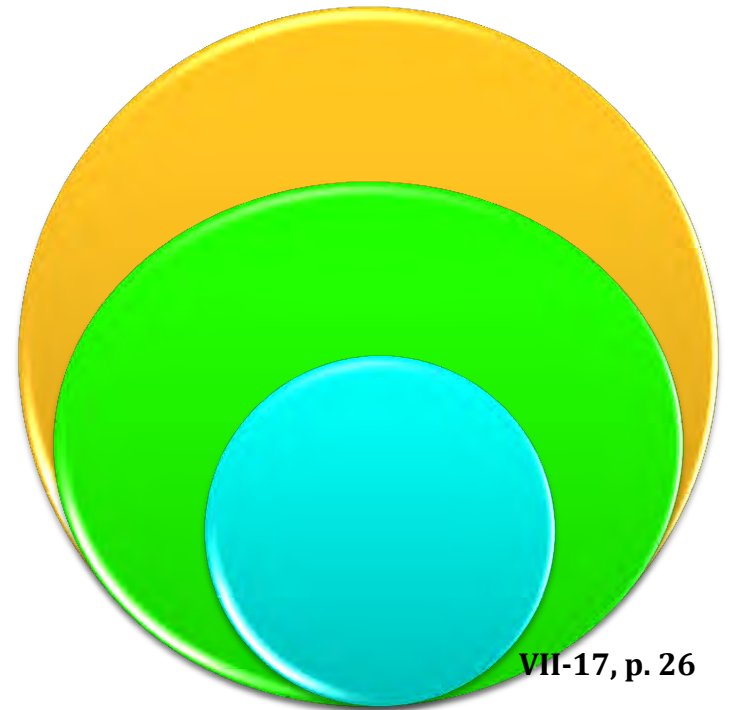
Danielson Framework for Teaching

Research-based set of components of instruction developed by Charlotte Danielson, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

The complex activity of teaching is divided into 22 components clustered into four Domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
  ▪ Content knowledge ▪ Prerequisite relationships ▪ Content pedagogy
1b Demonstrating Knowledge of Students
  ▪ Child development ▪ Learning process ▪ Special needs
  ▪ Student skills, knowledge, and proficiency
  ▪ Interests and cultural heritage
1c Setting Instructional Outcomes
  ▪ Value, sequence, and alignment ▪ Clarity ▪ Balance
  ▪ Suitability for diverse learners
1d Demonstrating Knowledge of Resources
  ▪ For classroom ▪ To extend content knowledge ▪ For students
1e Designing Coherent Instruction
  ▪ Learning activities ▪ Instructional materials and resources
  ▪ Instructional groups ▪ Lesson and unit structure
1f Designing Student Assessments
  ▪ Congruence with outcomes ▪ Criteria and standards
  ▪ Formative assessments ▪ Use for planning

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 behavior
  ▪ Student pride in work
2c Managing Classroom Procedures
  ▪ Instructional groups ▪ Transitions
  ▪ Materials and supplies ▪ Non-instructional duties
  ▪ Supervision of volunteers and paraprofessionals
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
  ▪ Accuracy ▪ Use in future teaching
4b Maintaining Accurate Records
  ▪ Student completion of assignments
  ▪ Student progress in learning ▪ Non-instructional records
4c Communicating with Families
  ▪ About instructional program ▪ About individual students
  ▪ Engagement of families in instructional program
4d Participating in a Professional Community
  ▪ Relationships with colleagues ▪ Participation in school projects
  ▪ Involvement in culture of professional inquiry ▪ Service to school
4e Growing and Developing Professionally
  ▪ Enhancement of content knowledge and pedagogical skill
  ▪ Service to the profession
4f Showing Professionalism
  ▪ Integrity/ethical conduct ▪ Service to students ▪ Advocacy
  ▪ Decision-making ▪ Compliance with school/district regulations

DOMAIN 3: Instruction
3a Communicating With Students
  ▪ Expectations for learning ▪ Directions and procedures
  ▪ Explanations of content ▪ Use of oral and written language
3b Using Questioning and Discussion Techniques
  ▪ Quality of 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 criteria ▪ Monitoring of student learning
  ▪ Feedback to students ▪ Student self-assessment and monitoring
3e Demonstrating Flexibility and Responsiveness
  ▪ Lesson adjustment ▪ Response to students ▪ Persistence

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Anticipatory Set

- As you think about a classroom where students feel safe and supported, which of the components in the Framework for Teaching come to mind?

- Reflect Individually

- Share with an elbow partner

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation
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Alignment to the Framework

- At your table, number off: 1, 2, 3, 4.
  Your number is your Domain #.

- Read the proficient and distinguished levels for a component in your Domain.
  i.e.: Domain 1 reads 1b.

- Share with table partners indicators from those levels that demonstrate **S**upportive **A**nd **I**nclusive **L**earning Environments.

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What are the Critical Attributes for Knowing our Students?

The critical attributes from the proficient level of 1b include:

- Teacher knows level of cognitive development
- Teacher is aware of **cultural groups**
- Teacher knows range of interests
- Teacher has identified leveled groups
- Teacher is well informed about **cultural heritage** and incorporates in lesson planning
- Teacher is aware of special needs

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Definition of Culture

- A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

- NCCRESt

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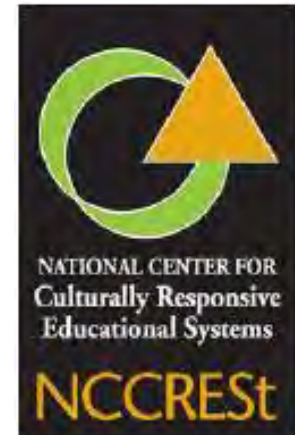
Understanding Culture

At your table, discuss:

- In what ways might an understanding of culture impact instruction and student learning throughout Domains 1-3?

- How does understanding culture influence Domain 4: Professional Responsibility?

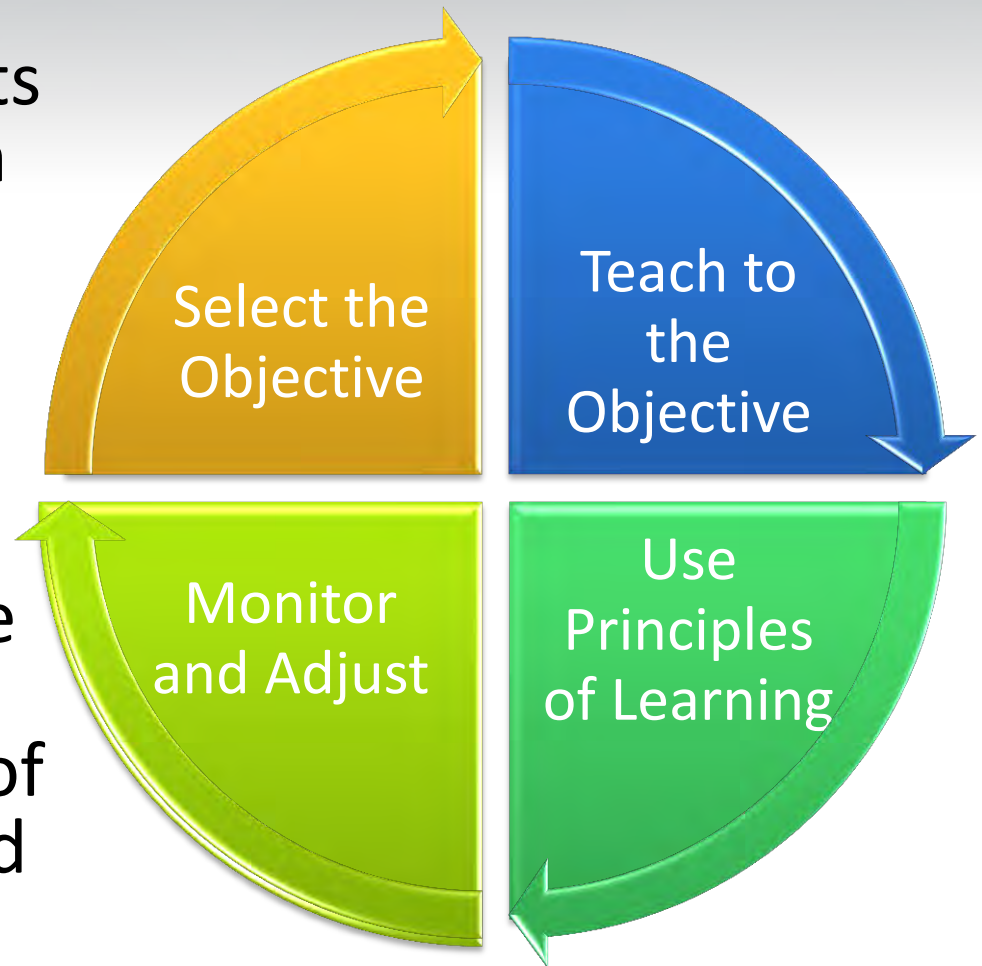**VII-17, p. 32**

Why Does Culture Matter?

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

Essential Elements of Instruction (EEI)

EEI: The Essential Elements of Instruction is a decision making model which identifies the critical attributes of effective teaching.
The elements include:
Select the Objective at the correct level, Teach to the Objective, Use Principles of Learning, and Monitor and Adjust.

Select the Objective

Teach to the Objective

Monitor and Adjust

Use Principles of Learning

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Refining Our Professional Practice

EEI

?

SAIL

Danielson

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SAIL 3 hour Overview Outcomes

Participants will be able to:

- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.

- Identify in writing, the 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 **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** environments.

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Closure: Action Step

- Turn to page 13 or 35 in the 2013 Danielson Framework for Teaching

- Read 1b or 2a, then choose at least one indicator you would like to focus on in your professional practice

- Create written action steps to build a **S**upportive **A**nd **I**nclusive **L**earning **(SAIL)** Environment.

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Evaluation

Please complete the evaluation at the back of your handout packet and leave it on the table.

Thank you!

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References

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Additional Resources

- http://www.csos.jhu.edu/p2000/sixtypes.htm
- http://diversity-executive.com/articles/view/understanding-bias-is-essential-to-inclusion/1
- http://www.tolerance.org/activity/test-yourself-hidden-bias
- http://diversity-executive.com/articles/view/understanding-bias-is-essential-to-inclusion/1
- http://www.nccrest.org/
- http://danielsongroup.org/article.aspx?page=frameworkforteaching

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