Creating Supportive and Inclusive Learning (SAIL) Environments Overview: Refining Our Professional Practice
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.
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 Supportive And Inclusive Learning (SAIL) environments.
Norms

• Equity of voice
• Attentive listening
• Safety to share different perspectives
• Commitment to the work
• Deferment of checking emails, texts, and the Internet
• Signal
Please find a partner for each direction: North, South, East, and West

- **North partner:** someone you know
- **South partner:** someone at a different level (i.e., 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
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
• 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 Supportive And Inclusive Learning (SAIL) environments.
## 1st Semester Discipline Comparison for SY 2012-13 and 2013-14 disaggregated by ethnicity and consequence

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<tr>
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<td>191</td>
<td>13%</td>
<td>629</td>
<td>62%</td>
<td>65</td>
<td>4%</td>
<td>22</td>
<td>1%</td>
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<tr>
<td>(out of School)</td>
<td>371</td>
<td>20%</td>
<td>208</td>
<td>11%</td>
<td>1065</td>
<td>58%</td>
<td>87</td>
<td>4%</td>
<td>21</td>
<td>1%</td>
<td>69</td>
<td>4%</td>
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<tr>
<td>Suspension</td>
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<tr>
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<tr>
<td>(out of School)</td>
<td>43</td>
<td>19%</td>
<td>12</td>
<td>5%</td>
<td>149</td>
<td>67%</td>
<td>8</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
<td>9</td>
<td>4%</td>
</tr>
</tbody>
</table>
• Find your East partner

• Discuss how this data connects with Supportive And Inclusive Learning (SAIL) environments.

• As professionals, how might you use this knowledge to plan for a supportive and inclusive 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.
1. Partnering with Families

2. Understanding Student Characteristics and Needs

3. Understanding and Working with Bias
Anticipatory Set

- On post it notes, write things you do, your experience or initiatives which connect with the 3 fundamentals of Supportive And Inclusive Learning (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.
1. Creating District-wide Strategies

2. Building School Capacity

3. Engaging Families
## Epstein’s Framework of Six Types of Involvement for Comprehensive Programs of Partnership

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

*From School, Family, and Community Partnerships: Your Handbook for Action*
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
• 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.
• **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*
• 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
Intermittent Closure on Fundamentals

Turn to an elbow partner and discuss significant learnings or insights from the discussion on the Fundamentals of Supportive And Inclusive Learning (SAIL) environments listed below.

1. Partnering with Families
2. Understanding Student Characteristics and Needs
3. Understanding and Working with Bias

VII-17, p. 26
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
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
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 Supportive And Inclusive Learning Environments.
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
Definition of Culture

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

- NCCRESt
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?
Why Does Culture Matter?

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

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EEI

SAIL

Danielson
Participants will be able to:

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• Identify in writing, the fundamentals of supportive and inclusive learning environments for all students.

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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 Supportive And Inclusive Learning (SAIL) Environment.
Please complete the evaluation at the back of your handout packet and leave it on the table.

Thank you!
References


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