

# Climate for Learning Framework

(Academics, SEL, Behavior, and much more!)








Updates for September 2022



# SD308 Climate for Learning Framework



## Climate for Learning Framework

|   |   |   |
|---|---|---|
|    | <b>Explicit SEL instruction</b>                                 | SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.  |
|    | <b>Explicit instruction on common expectations for behavior</b> | Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.   |
|    | <b>SEL integrated with academic instruction</b>                 | SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.  |
|    | <b>Youth voice and engagement</b>                               | Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.  |
|   | <b>Supportive school and classroom climates</b>                 | Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 <a href="#">Engagement expectations</a> |
|  | <b>Staff SEL</b>  | Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.  |
|  | <b>Supportive discipline</b>                                    | Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.  |

# Component 1 - Explicit SEL Instruction

- Early Learning Center now using Second Step materials this year to teach SEL.
- Elementary staff chooses time within day to explicitly teach as well as give time for students to practice and reflect on these skills. Staff has had more training on this based on the results of the staff survey.
- JH continues to utilize weekly time to teach SEL.
- HS has moved to a more integrated approach to SEL with emphasis on having discussions, especially at the Freshman level.
- A K-12 design team has been created to continue this work and to monitor its effectiveness.

## Component 2 - Explicit Instruction on Common Expectations for Behavior

- ALL schools have collaboratively created school-wide expectations for behavior and have taught them to students.
- A K-12 design team has been created to monitor the teaching of these behaviors as well as to create data systems to monitor the effectiveness of the instruction.

# Component 3 - SEL Integrated with Academic Instruction

- SEL Standards were written into the new K-5 Social Studies Curriculum. See Grade 2 example below.

## Standards

### Social Studies:

- SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community. (How the World Changes, Pioneer Days)
- SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups. (Learning About the Past, Dia de los Muertos)

### Inquiry Standards:

- SS.K-2.IS. 1 Create questions that are relevant to self as they relate to the content of the Social Science Standards.
- SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.

### SEL Standards:

- SEL 2a: Recognize the feelings and perspectives of others
- SEL 2b: Recognize individual and group similarities and differences
- SEL 2c: Use communication skills to interact effectively with others

# Component 4 - Youth Voice and Engagement

- Students are now part of our School Board.
- The Student Ambassador Superintendent Advisory Council is leading the work around improving the climate by diminishing sexual harassment.
- Amplify Events were created to showcase the student perspective. This year's date is Nov 3.
- The Independent Reading component of the K-8 literacy framework has been implemented to use student choice to pick reading material.
- The new social studies curriculum includes inquiry components where students have choice in what to study, which resources to use, and how to communicate their findings.

# Component 5 - Supportive School and Classroom Climates - Math and Reading

- K-8 Math Framework implementation has begun with emphasis on instruction of precise math vocabulary and collaborative structures.
- K-8 Math and K-8 Literacy Design Teams have been created to monitor instruction, review data, and choose interventions.
- Grades 2-8 math achievement proficiency increased two percentage points and Grades 2-8 reading achievement increased three percentage points from September to May as measured by FastBridge (Goal is 10 percentage points of increase by May 2026).
- K-8 Literacy Framework emphasis this year is independent reading.
- All ELA staff have had initial training on all components of reading part of K-8 Literacy Framework.

# Component 5- Engagement Expectations

## SD308 Expectations for Designing for Engagement

|   | Students   | Teachers  | Building Administrators   | District Administrators   |
|---|--|---|---|---|
| <b>Incorporate student autonomy in the learning environment</b> | Students make choices and take ownership in their own and other's learning demonstrating flexibility and creativity. | Design classrooms that amplify and respond to student voice, allowing for flexibility and creativity.   | Incorporate teacher-led or personalized professional development activities, allowing for flexibility and creativity.   | Incorporate principal led or personalized meeting activities, allowing for flexibility and creativity.  |
| <b>Incorporate collaborative structures</b>                     | All students participate.  | Use collaborative structures to ensure all students are actively engaged in the content.  | Use and model collaborative structures to ensure all staff are actively engaged in the content.   | Use and model collaborative structures to ensure all staff are actively engaged in the content.   |
| <b>Instruction of Organized Learning</b>                        | Students develop and apply tools for organizing their thoughts and questions for future use.                         | Provide learning targets, explicit instruction and scaffolding for the evolution of learning.<br><br>Examples: notes, graphic organizers, mind maps, backwards planning, planner. | Provide learning targets, explicit instruction and scaffolding for the evolution of learning.<br><br>Examples: notes, graphic organizers, mind maps, backwards planning, planner. | Provide learning targets, explicit instruction and scaffolding for the evolution of learning.<br><br>Examples: notes, graphic organizers, mind maps, backwards planning, planner. |
| <b>Inquiry</b>  | Pose/create, identify, and react to different types of questions.  | Design tasks for students to gather, process, and apply learning.<br><br>Pose, identify, and react to different types of questions.   | Design tasks for teachers to gather, process, and apply learning.<br><br>Pose, identify, and react to different types of questions.   | Design tasks for administrators to gather, process, and apply learning.<br><br>Pose, identify, and react to different types of questions.   |
| <b>Inclusion</b>  | Respect and add to a level of trust and safety between members of the class.   | Establish a level of trust and safety between members of the class.   | Establish a level of trust and safety between members of the team.  | Establish a level of trust and safety between members of the team.  |



# Component 5 - Supportive School and Classroom Climates- DEI

- K-5 Principals trained on how to schedule the use of Staff to meet the needs in a classroom with a wide range of student achievement.
- K-8 ELA staff trained in how to differentiate reading instruction to match student interest, skills and reading levels.
- HS Social Studies teachers trained in teaching different perspectives of history.
- Elementary administrators and coaches will participate in frequent trainings for “Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy.”






# Component 6 - Staff SEL

- Support groups for staff were created last year.
- Staff was surveyed this fall on their own SEL needs.
- The amount of K-5 social studies standards to be taught was decreased to give time for more in-depth learning and to lighten load for teachers.
- The pace of the K-8 Literacy Framework implementation was altered at the elementary level to reduce stress for staff.
- A new format of weekly admin/ secretary newsletter was created to provide better unified communication.
- Feedback sessions were conducted with each principal on what to start, stop, and continue to improve effectiveness and staff morale.

# Component 7 - Supportive Discipline

- A district team for Restorative Practices was created.
- Creating a vision and plans for implementation will be a focus for this year.

# Feedback during classroom walk-throughs

|  |   |   |  |
|--|---|---|--|
|   | <b>Explicit SEL instruction</b>                                 | SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.  | I notice.... I wonder...   |
|   | <b>Explicit instruction on common expectations for behavior</b> | Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.   | I notice.... I wonder...   |
|   | <b>SEL integrated with academic instruction</b>                 | SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.  | I notice.... I wonder...   |
|   | <b>Youth voice and engagement</b>                               | Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.  | I notice.... I wonder...   |
|  | <b>Supportive school and classroom climates</b>                 | Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 <a href="#">Engagement expectations</a> | <p>I notice.... I wonder...</p> <p><b>HS- All</b></p> <ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Collaborative Structures</li> <li>• Level of Trust</li> </ul> <p><b>JH-</b></p> <ul style="list-style-type: none"> <li>• All- Learning Targets, Level of Trust</li> <li>• Math- Collaborative Structures and Precise Math Vocabulary</li> <li>• ELA- Independent Reading (at least 10 minutes with student choice emphasis) and small group skill-based instruction</li> </ul> <p><b>Elementary</b></p> <p>All- Levels of Trust, Collaborative Structures</p> <p>Math- student use of precise math vocab</p> <p>Literacy- - Independent reading (at least 15 minutes with student choice emphasis) and differentiated word work</p> |

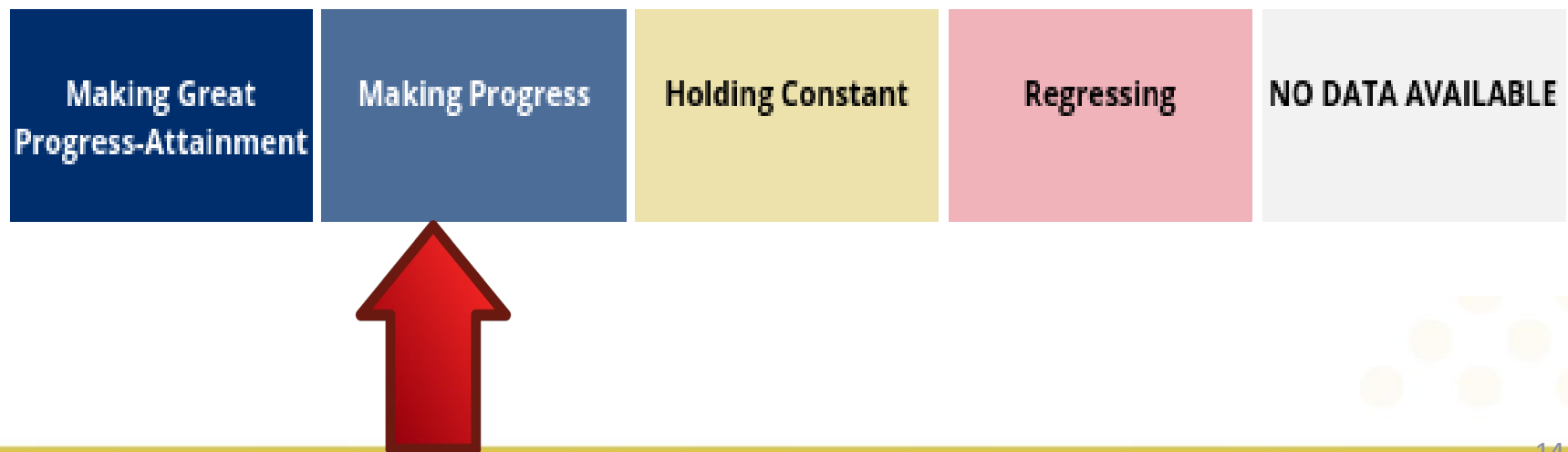
# Focus during Certified Staff Interviews

For each interview, administration or team shares the Climate for Learning Framework and then uses questions from a bank that are aligned with each section of the Climate for Learning Framework.

# Climate for Learning Framework

## Administrative Recommendation for Sept 2022

### ENVISION 308 ANNUAL PROGRESS REPORTS



# Questions