Climate for Learning Framework

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

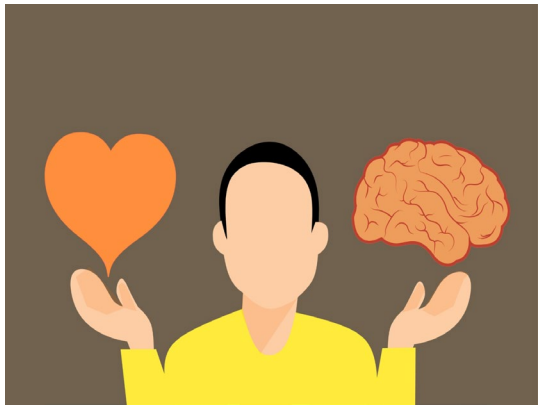
SD308 Climate for Learning Framework

SD308 COMMUNITY UNIT SCHOOL DISTRICT

Climate for Learning Framework

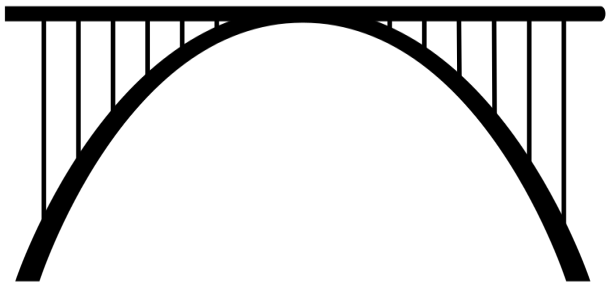
	Explicit SEL instruction	SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.
	Explicit instruction on common expectations for behavior	Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.
	SEL integrated with academic instruction	SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.
	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
	Supportive school and classroom climates	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 Engagement expectations
	Staff SEL	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.
	Supportive discipline	Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.

Component 1 - Explicit SEL Instruction



SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.

Component 2 -Explicit Instruction on Common Expectations for Behavior



Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.

Component 3 - SEL Integrated with Academic Instruction

SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.

Component 4 - Youth Voice and Engagement

Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

Component 5 - Supportive School and Classroom Climates

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 Engagement expectations

Component 5 - What is Culturally Responsive Instruction?

At a Glance

- Culturally responsive teaching is a rich, intentional approach woven into every aspect of student learning.
- It focuses on the assets students bring to the classroom rather than what students can't do.
- It raises expectations and makes learning relevant for all students.
- It allows students to see themselves in the curriculum.

Examples of Culturally Responsive Instruction Work in SD308

Example 1- From the Literacy Framework

Examine current curriculum to see that many of our reading selections reflect diversity and choice.
Examine our practices to make sure each student has success and challenge (time daily for students to read material at their reading ability).
Examine our literacy data to highlight areas needed for improvement:

- In SD308, girls outperform boys. Some of this is due to instructional practices.
- In SD308, White student achievement is higher than Black or Hispanic achievement. Some of this is due to instructional practices.

Diversity Statement: We will embrace diverse backgrounds, values, and points of view to build a strong inclusive learning community because children's literature that shares the experiences, contributions, and perspectives of various cultural groups can help children develop a sense of belonging and identity. Reading and writing are mirrors in which children can see themselves reflected and also windows through which children can explore the world around them.

Differentiation statement: We will observe and understand the differences and similarities among students and use this information to plan instruction. We will continually strive to know and to respond to each students' diverse needs and varied interests.

Examples of Culturally Responsive Instruction Work in SD308

Example 2- From the Math Framework

Examine our practices to make sure each student has success and challenge (differentiation).

Examine our practices to make sure that math problems are relevant and engaging to our students.

Examine our math data to highlight areas needed for improvement

- In SD308, boys outperform girls. Some of this is due to instruction practices. This can be changed by including more discussion work.

- In SD308, low income students perform much lower on standardized tests than non low income students. This can be changed by explicitly teaching math vocabulary.

Examples of Culturally Responsive Instruction Work in SD308

Example 3- Need to make sure all students feel they have a trusted adult at school.

It's important for students' connection to school that they report having a relationship with a trusted adult at school. Students learn best in an environment where they feel included. An emphasis on helping all students connect with the adults in their school is essential, and identifying students who do not yet have at least one trusted adult is important.

In SD308, our high schools have been working with students to make sure every student can identify one trusted adult at school.

Culturally Responsive Instruction or Teaching Is NOT the same as Critical Race Theory

Critical race theory is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies.

Critical race theory is a very complex topic and is reserved for higher levels of education, often in graduate school.

Critical race theory is not being taught in SD308.

Comparison of CRTs

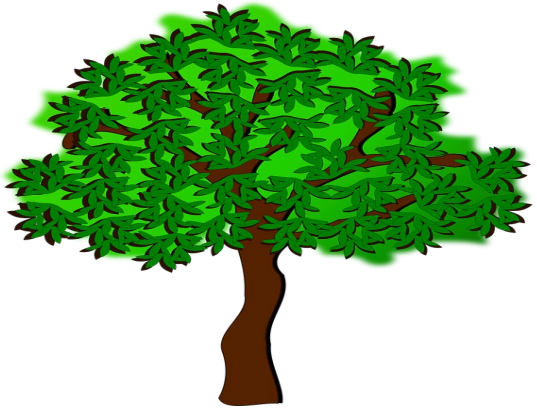
Culturally Responsive Instruction or Teaching (sometimes called CRT)	**Critical Race Theory (sometimes called CRT)**
An instructional strategy that involves teachers getting to know their students, setting high expectations, and tailoring instruction to be engaging and relevant to each student.	A concept sometimes used in college and graduate programs to study the constructs of race.
Implemented in SD308	Not taught in SD308

Component 5- Engagement Expectations

SD308 Expectations for Designing for Engagement

	Students	Teachers	Building Administrators	District Administrators
Incorporate student autonomy in the learning environment	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.
Incorporate collaborative structures	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.
Instruction of Organized Learning	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. Examples: notes, graphic organizers, mind maps, backwards planning, planner.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.
Inquiry	Pose/create, identify, and react to different types of questions.	Design tasks for students to gather, process, and apply learning. Pose, identify, and react to different types of questions.	Design tasks for teachers to gather, process, and apply learning. Pose, identify, and react to different types of questions.	Design tasks for administrators to gather, process, and apply learning. Pose, identify, and react to different types of questions.
Inclusion	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 6 - Staff SEL



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.

Component 7 - Supportive Discipline

Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.