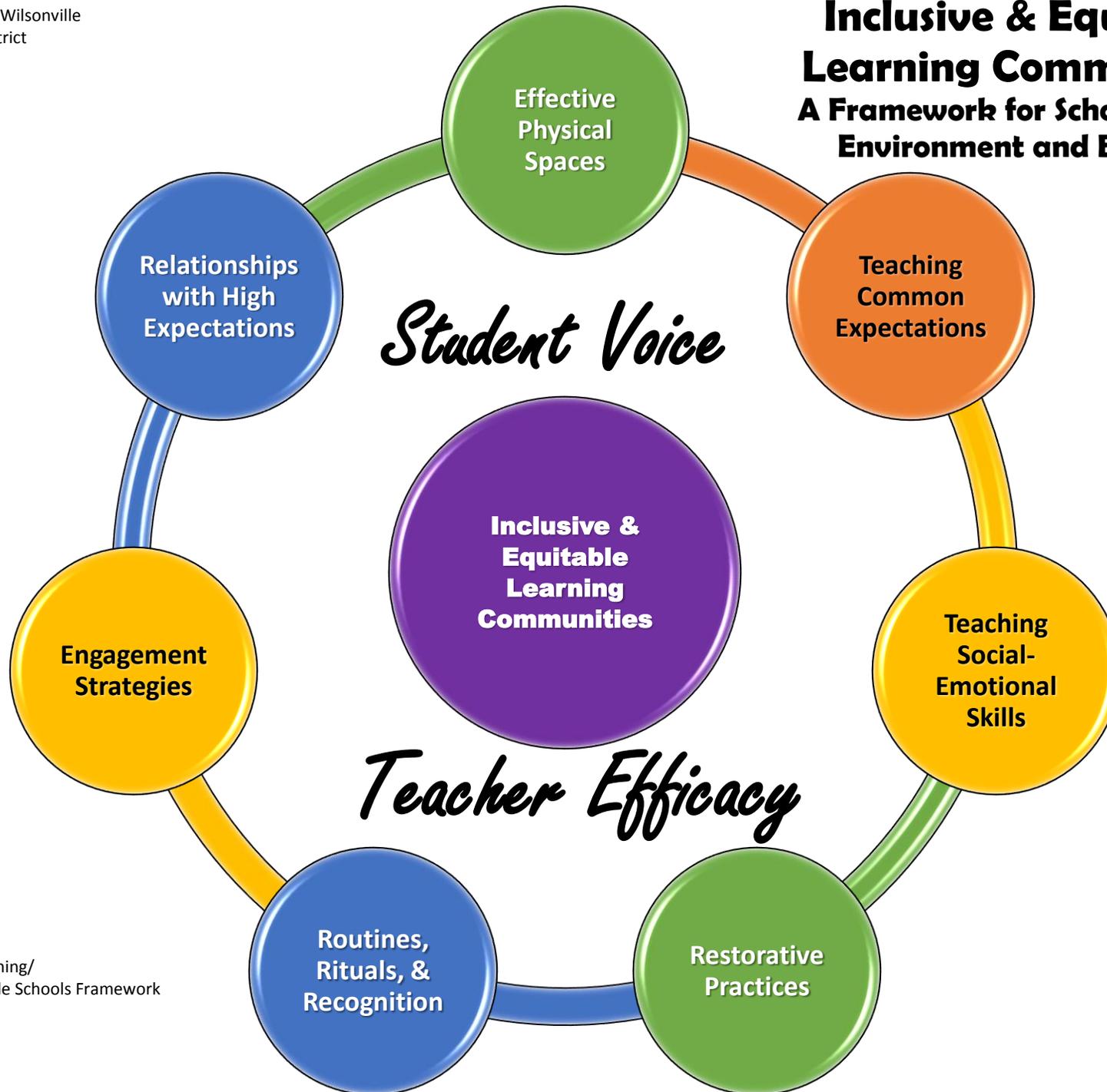
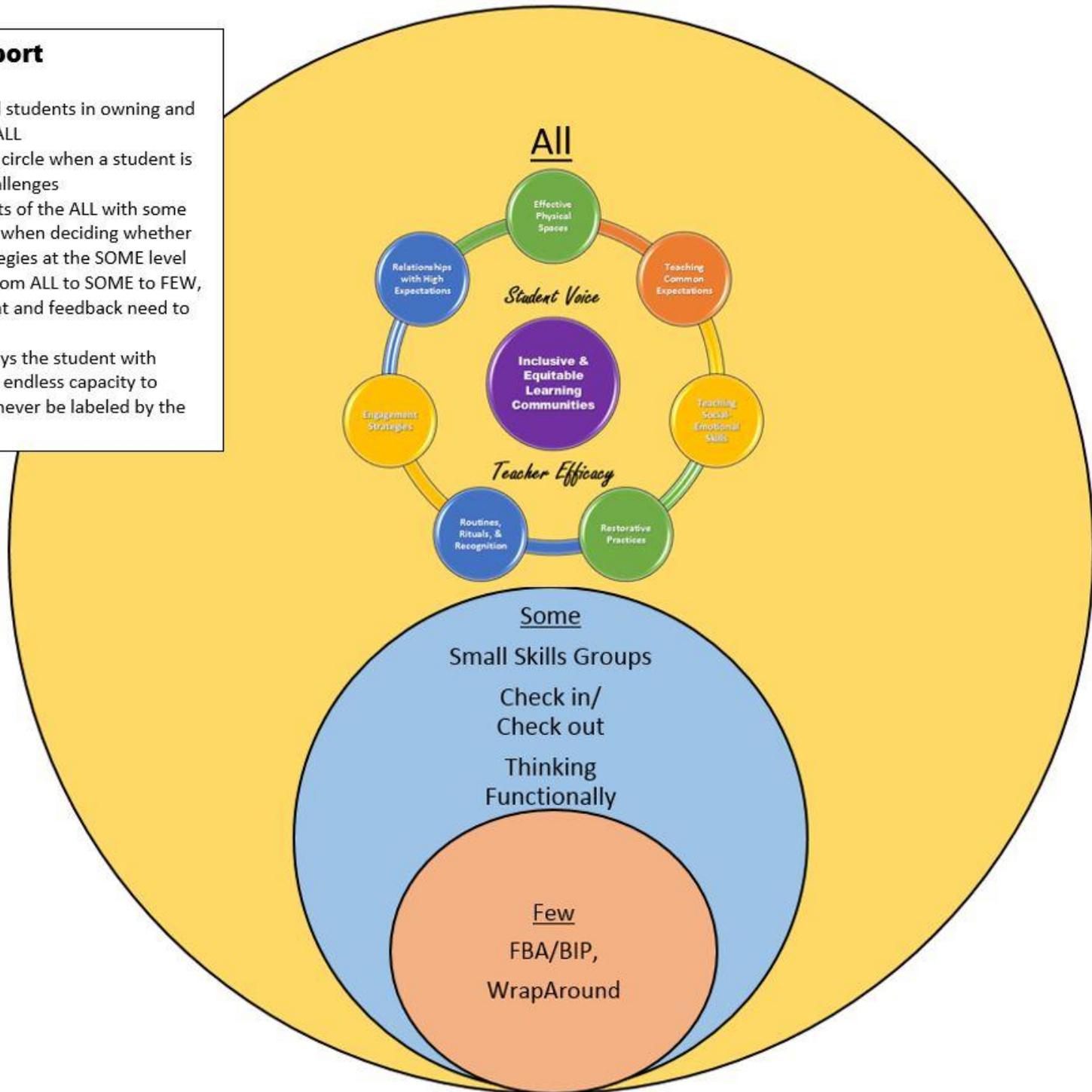


Inclusive & Equitable Learning Communities: A Framework for School Culture, Environment and Behavior



Circles of Support

- Invest in the ALL
- Involve all staff and students in owning and implementing the ALL
- Reinvest in the ALL circle when a student is communicating challenges
- Use the components of the ALL with some functional thinking when deciding whether to implement strategies at the SOME level
- As a team moves from ALL to SOME to FEW, levels of assessment and feedback need to intensify
- The student is always the student with unique gifts and an endless capacity to learn; they should never be labeled by the level of support



7 Components of Inclusive & Equitable Learning Communities

West Linn-Wilsonville School District

Component	The Vision	Guiding Questions
<p>Engagement Strategies for All Students</p>	<ul style="list-style-type: none"> Engagement strategies connect to and build on students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> Where is the locus of control over learning in the classroom? What specific strategies and structures are in place to facilitate participation and meaning-making by all students? How are options for engaging in differentiated? How does the teacher ensure that all students have access to participation in the work of the group? How is participation distributed? In what ways are issues of status and privilege addressed in engagement strategies?
<p>Effective Physical Spaces</p>	<ul style="list-style-type: none"> The physical arrangement of the room is welcoming and conducive to positive peer interactions and student learning. School staff works proactively to eliminate barriers to access (using a lens of universal design). Physical spaces help students maintain social-emotional and sensory regulation. When students walk into the classroom, they want to stay. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom welcome students and promote positive peer interactions? How do elements of universal design contribute to access for all students? How do students use physical space to maintain social-emotional and sensory regulation? How is student voice evident in the physical arrangement of the classroom? How do materials and resources reflect diverse cultures and experiences?
<p>Teaching Common Expectations</p>	<ul style="list-style-type: none"> Teachers have prepared in advance to identify schoolwide and classroom expectations for all students. Students know common expectations through models/examples of positive classroom behavior. Common expectations are taught at the beginning of the year and reviewed throughout the year. 	<ul style="list-style-type: none"> What are the schoolwide processes for collaboratively identifying common classroom expectations – including student voice? How are students introduced to high quality examples of expected classroom behavior? How often and in what context do teachers review common expectations throughout the year?
<p>Rituals, Routines & Recognition</p>	<ul style="list-style-type: none"> Routines and rituals are established to communicate school/classroom values of community, inclusivity and equity. Routines and rituals contribute to a stable, predictable classroom environment. Students are recognized for positive contributions to the school/classroom community. 	<ul style="list-style-type: none"> How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? What structures and systems are in place to recognize students for positive contributions to the school/classroom community? How do rituals, routines and recognition (in the classroom and schoolwide) provide opportunities for student leadership and voice?

7 Components of Inclusive & Equitable Learning Communities

West Linn-Wilsonville School District

Component	The Vision	Guiding Questions
<p>Teaching Social-Emotional Skills</p>	<ul style="list-style-type: none"> Teachers identify specific social-emotional skills to teach and have appropriate resources for instruction. Social-emotional skills (including self-awareness, self-management, and social/relational awareness) are taught in explicit and implicit ways. Students have opportunities to generalize skills across settings and with different peer groups. Students recognize their social-emotional strengths and areas for additional learning. 	<ul style="list-style-type: none"> How do the teacher and other school staff partner to provide instruction in social-emotional skills? How does the teacher create opportunities to practice specific social-emotional skills within the context of classroom tasks? To what degree are students able to talk about their social-emotional needs and strengths in different contexts and identify specific strategies to match their current need?
<p>Restorative Practices</p>	<ul style="list-style-type: none"> A pro-active culture of community-building allows restorative practices to be a natural extension of the classroom culture. Responses to inappropriate or disruptive behavior emphasize acknowledging responsibility, repairing harm and restoring relationships rather than emphasizing consequences. Schools use structures and strategies that promote restorative dialogue and build empathy (e.g. peacemaking circles, mediation, conferencing). 	<ul style="list-style-type: none"> What structures and routines are in place to create a positive and supportive classroom culture, where students and teachers naturally engage in constructive and restorative dialogue? What structures are in place to help students identify the harm they have done to the school/class community? What structures are in place to provide opportunities for repairing harm and restoring relationships? How do students learn the skills to engage in restorative dialogue?
<p>Relationships with High Expectations</p>	<ul style="list-style-type: none"> Teacher is a “warm demander,” holding high standards while offering emotional and instructional scaffolds to help each student, every student access classroom curriculum. Teacher uses culturally responsive teaching practices. Teacher shows respect and personal regard for each student, every student. 	<ul style="list-style-type: none"> How does the teacher create opportunities for productive struggle? How does the teacher communicate high expectations for all students while providing emotional and academic support? In what verbal and non-verbal ways does the teacher express warmth? How do students respond to feedback and challenge? How are students becoming more independent in their learning? What structures in the environment and personal invitations from teachers engage each student, every student, in rigorous study, coursework, co-curricular activities, etc?

This Framework is designed to be a companion to the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership.