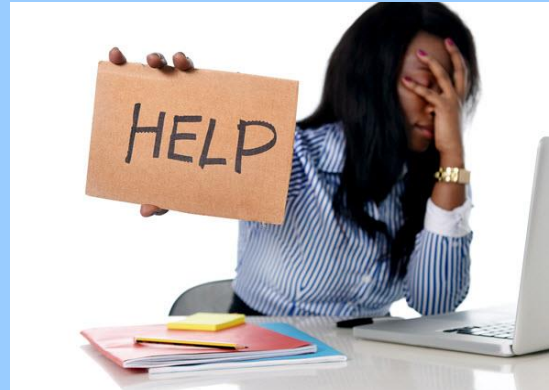




Induction/Mentor Program Protégé Meeting November 7, 2023



Imagine Your Dream Vacation



www.smartmusic.com



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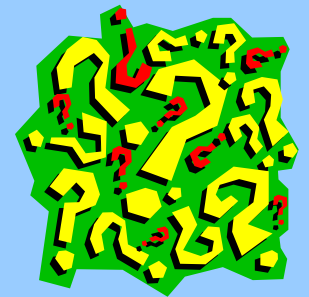
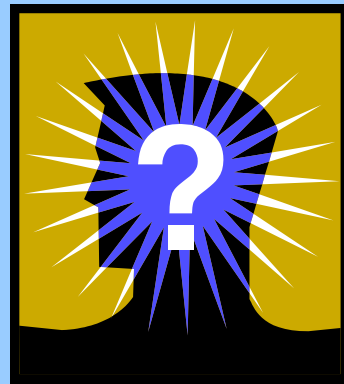
Saved from [Disney Cruise Line](#)



<https://pxhere.com/en/photo/918287>



WELCOME/INTRODUCTIONS DREAM VACATION



“Are We Still Having Fun?”

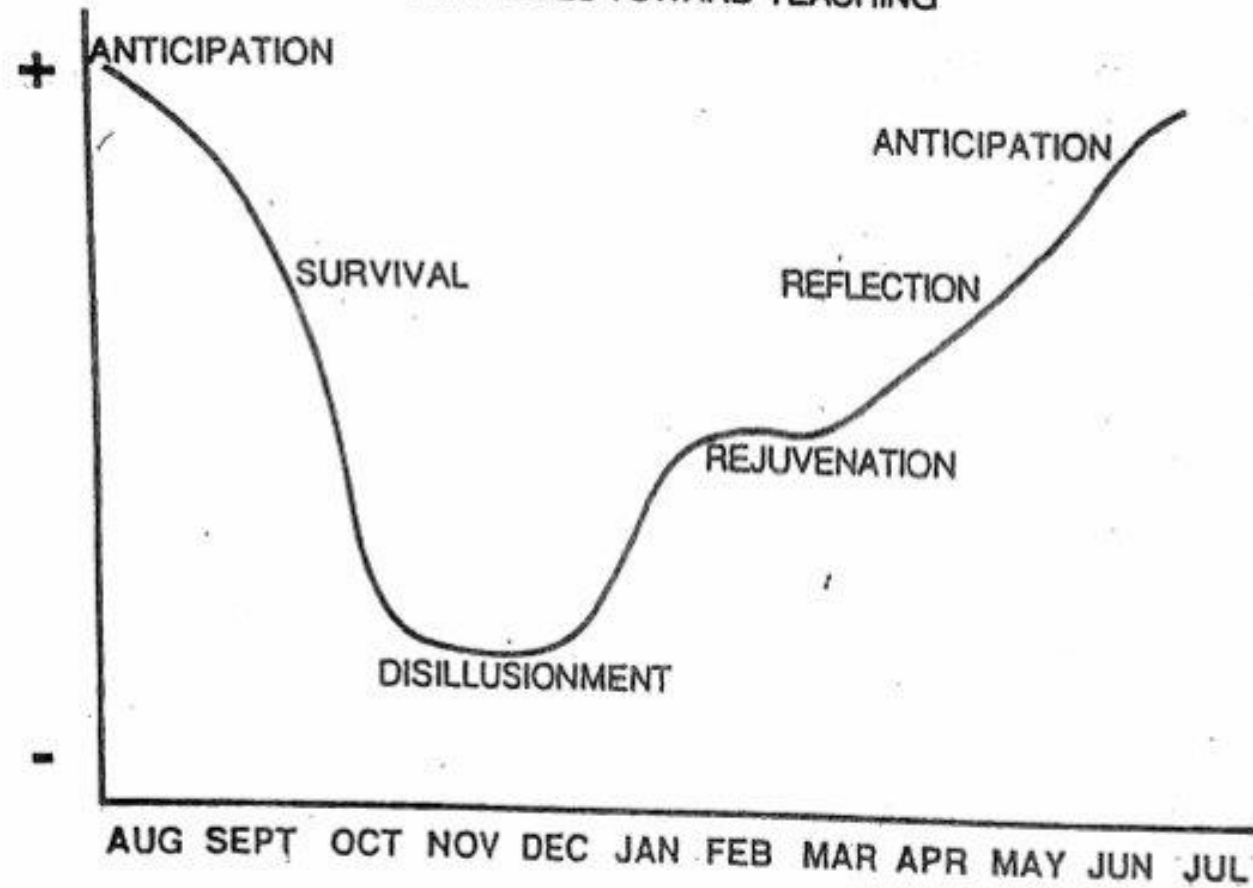
Top Ten Tips for Beginners

1. Take Your Vitamin C
2. Stock up on anti-bacterial soap
3. Remember children are brutally honest
4. Keep a journal of the funny things that students say
5. Invest in good comfortable shoes
- 6) Practice not going to the bathroom for hours
- 7) Practice eating your lunch in three minutes or less
- 8) Have a stash of chocolate
- 9) Don't snap your fingers at other people's kids at the grocery store
- 10) Don't treat your significant other like he/she is in the third grade



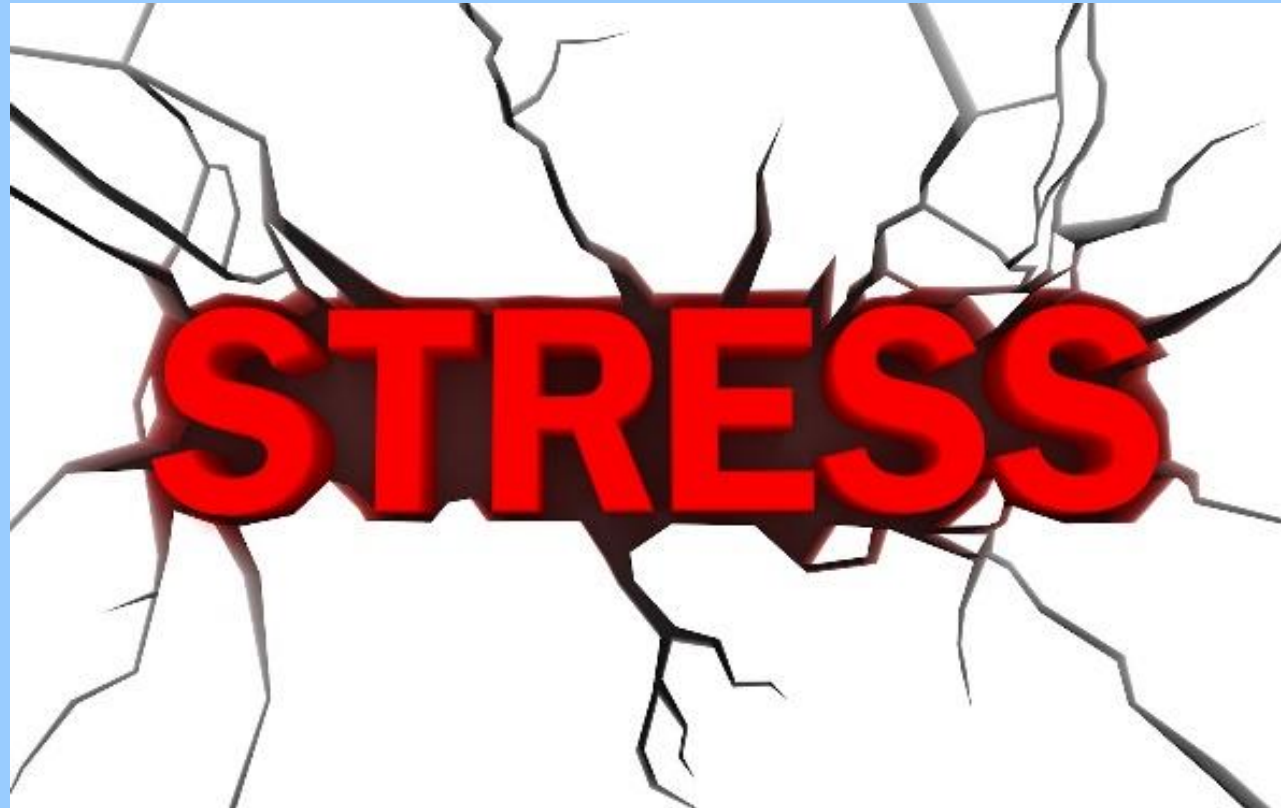
PHASES OF FIRST YEAR TEACHING

ATTITUDES TOWARD TEACHING



E. Moir, California New Teacher Center

Stress in the Teaching Profession

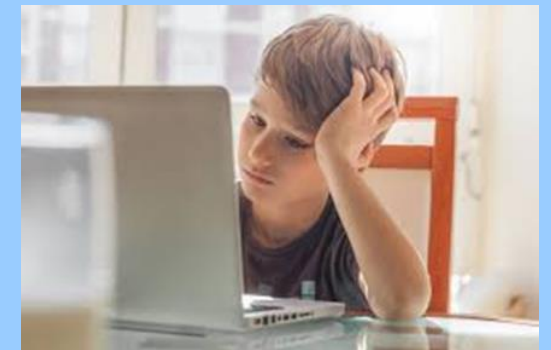


Causes of Stress in the Teaching Profession



Reading

- Common Core Standards
 - New reading program aligns with Common Core Standards
- Components:
 - Big books
 - Anthologies
 - Sound of the Week/Spelling
 - Leveled Readers
- Ashlock-Phonics



"I really enjoy managing paperwork, test data and student work samples!" said no teacher ever.

A cartoon illustration of a man with a mustache, wearing a white shirt and tie, looking extremely stressed with his hand on his head. He is surrounded by stacks of papers.

someecards
user card



Stress in the Teaching Profession

Teacher at the beginning of the school year



Teacher at the end of the school year



- 1 Nervous system.** The heart may beat faster, and blood pressure rises to ready the body to fight the perceived threat.
- 2 Musculoskeletal system.** Muscles tense and can trigger tension headaches.
- 3 Respiratory system.** Breathing quickens.
- 4 Cardiovascular system.** Heart rate increases.
- 5 Endocrine system.** Signals sent from glands to the body cause a release of cortisol into the body to fight the perceived threat.
- 6 Gastrointestinal system.** Eating habits may change, and the feeling of "butterflies" in your stomach may occur.

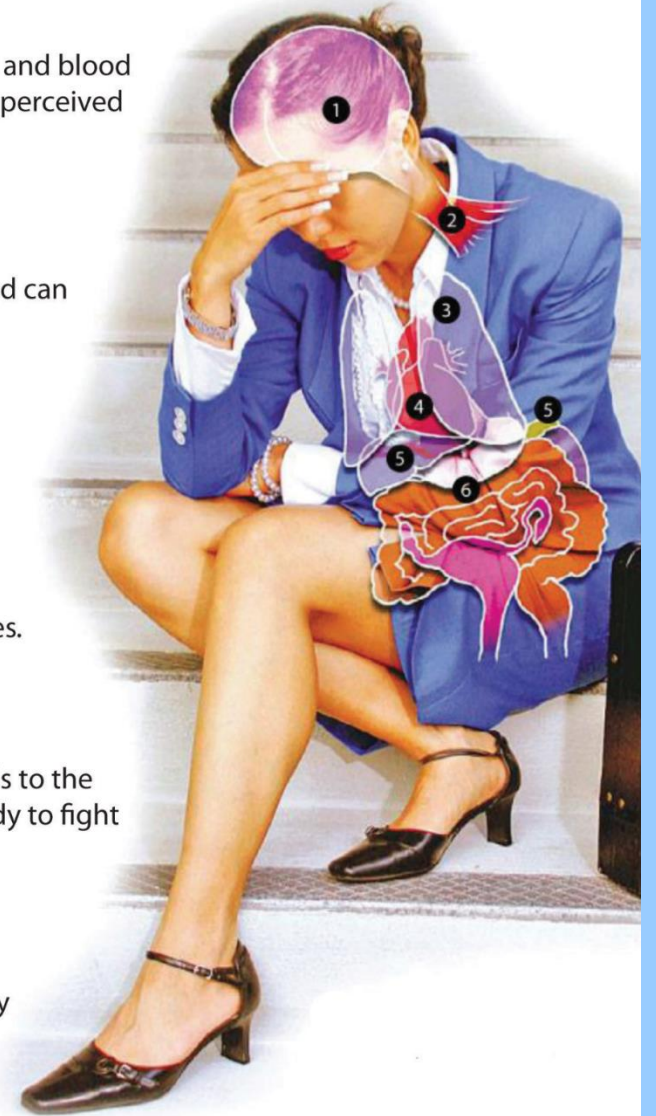
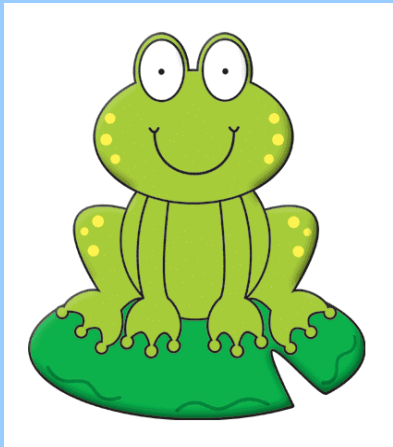




TABLE TALK



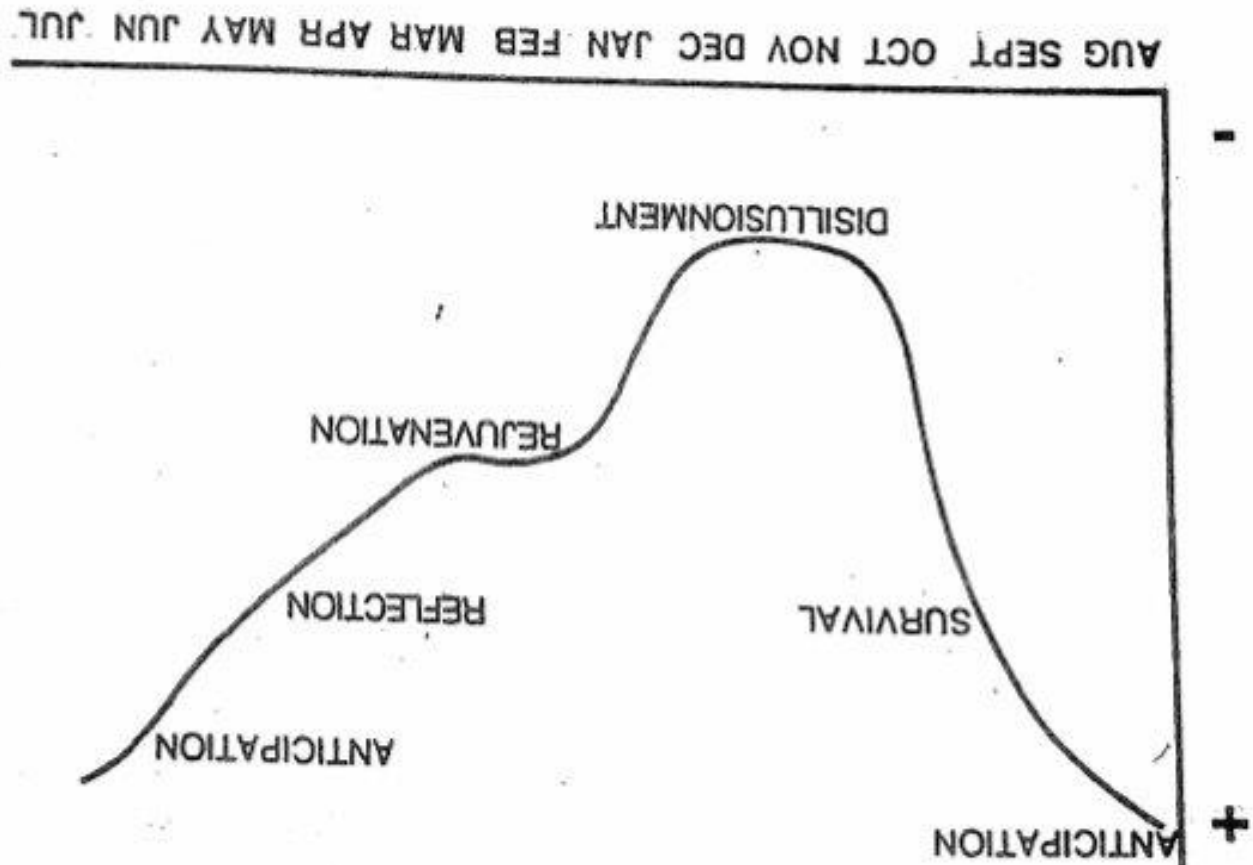
What are the things that are stressing you out?



How do you relieve your stress?

PHASES OF FIRST YEAR TEACHING

ATTITUDES TOWARD TEACHING



E. Moir, California New Teacher Center

Educator Stress Relief

Dealing With End of the Year Stress

From [Melissa Kelly](#),
Your Guide to [Secondary School Educators](#).
FREE Newsletter. [Sign Up Now!](#)

(Continued from Page 1)

Strategies for Educators

Don't Let it Get to You

You know that you are not crazy, that there are too many demands of you as a teacher. You might even wonder why the heck you got into this profession. In fact, studies show that as many as 50 percent of teachers leave the profession by the 5th year of teaching. Surely job stress must play a part in this. For those of us who stick it out (even if only to the end of this year) there are things we can do to make our lives a little easier.

1. Have a positive attitude. Remember that even though you might be dealing with an unmovable bureaucracy, an unsupportive parent, or a belligerent student, they cannot affect your feelings or make you angry unless you allow them to. You are in control of your own emotions. [Here](#) are some suggestions for turning negative thoughts into positive ones.
2. Do not try to accomplish too many tasks in one day. Part of the problem of job stress is that it is often a cycle. You have so many things to accomplish in one day that the quality of your work declines which means that not only do you have a lot to do but you are bothered at your results. So instead, prioritize and fill up only half the day with things you want to get done. The fact is, you will probably work all day to complete that which you think you can do in half of a day.
3. [Relax](#) through stretching and exercise. Exercise releases endorphins that help give you a feeling of peacefulness. Further, it gives you time to clear your mind of all worries. You will be doing something for yourself, and no one else.
4. Get plenty of sleep. Take a [test](#) to see if you getting enough. Being well-rested helps problems seem less important. If you having trouble sleeping, you can find some resources [here](#).
5. Leave your teaching at school as often as possible. Obviously, this seems impossible to do but find ways to gain valuable personal time. Try to get your schoolwork done at school. Remember that nothing is more important than your mental well-being.

Teaching Secrets: Managing October Exhaustion

By Elena Aguilar

The exhaustion that typically hits teachers in October assaulted me in mid-September this year. While I will share some strategies that I've developed to manage this initial sense of being overwhelmed, I want to preface them with this: The problem is not that teachers and administrators don't have adequate coping skills to manage our work; the problem is that the demands on us are absurd.



Premium article
includes courses at
Teacheryogaworkshop.com
Read more TLN
newsletters

"Fatigue makes cowards of us all," said the legendary football coach Vince Lombardi. So how do we alleviate fatigue so we can reclaim the good part. My advice is to establish a "Pulse Period" of several weeks to rejuvenate, reflect, and reconnect. Here are some of the components:

• **Take some time off:** Take a day off, wow! Do laundry, eat lunch, take a nap, do something fun. I know that one day off is a drop in the bucket, but it's exhilarating—especially if you're a typical teacher working six days a week. **How do you successfully spend that if you really, really, really, really, really, you'll get sick and end up staying home anyway. So take a "personal day,"** or two, and enjoy it. The kid will survive.

• **Refresh your surroundings:** Find another day's worth of time to clean and organize your classroom. Coordinating the logistics can be tricky. Some teachers can get into school on weekends, while others might need to seek out creative solutions to be alone in their room or stay late after school. But by mid-October, there are bound to be piles of paper, work for bulletin boards, and other cleaning tasks to do. The mess is demoralizing and draining. Think of how much time is spent looking for that one important paper that you need to turn in right away! I know this extra work seems contradictory, but a day spent doing these tasks and setting up organizing systems can save a lot of time in the long term and be very satisfying.

• **Re-ground yourself in the "why":** Why am I doing this? is what blasts through my head when work has worn me down. The "Pulse Period" is a reflective time to reconnect with what brought you into teaching. Think about it, talk about it, write about it. Don't evaluate whether you are accomplishing what you'd set out to do—just reconnect with those positive feelings. (For stories and inspiration on this topic, see the blog post I wrote at [outsteps.com](#).)

• **Celebrate the successes:** Sometimes the exhaustion comes when all we can see is how far we are from fulfilling our goals. In October, the growth in our teaching practice or in our students' learning can be obscure, but we need to train ourselves to find every indicator of progress and we need to celebrate these. Recall the moments in the first year when you'd felt alive, engaged, and excited in your work. What have you most enjoyed? When did you notice joy in your classroom? Think about students

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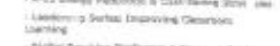


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- Lower Cost, Different Outcomes
- The Middle School Algebra Readiness Initiative
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Hartford Public Schools, Hartford, CT
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Educator Stress Relief



- **Work-Life Balance**
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- **Breathing Exercises**
- **Body Scan**
- **Meditation / Yoga**
- **Spirituality**
- **Compassion & Caring**

5 TOP TIPS FOR RELIEVING STRESS

Eat nutritious food—fill your plate with lean meats, fresh fruits and veggies.

Exercise: Find something you enjoy and do it each day!

Get at least 7 hours of sleep each night.

Drink lots of water!

Make a task list and mark each thing off as you go.

- ✓ Call plumber
- ✓ Call new client
- ✓ Finish project
- ✓ Return emails
- Get groceries
- Order flowers for Saturday

EXAMINE YOUR PORTFOLIO

All lists and forms are on the IMP website at <https://www.district148.net/mentor/index>.

The IMP must receive the folder with the completed activities in April for the new teacher to fulfill their contractual obligation

Coordinator Observation,
Illinois Assessment of
Readiness Plan,
Observations, Reflections

The screenshot shows a web browser displaying the 'Mentoring Program' page on the Dolton West School District 148 website. The page features a navigation menu with links for HOME, CALENDAR, DISTRICT INFO, ACADEMICS, BOARD OF EDUCATION, SCHOOLS, MENTOR PROGRAM, and PARENTS. The main content area includes a heading 'Mentoring Program' and a paragraph stating: 'The District 148 Induction/Mentor Program is approved by the state of Illinois as a two year program. It is being developed by teachers for teachers with the support of administration.' To the right of this text is a photograph of a school building. A sidebar on the right contains a 'MENTOR PROGRAM' section with links for 'First Year Proteges', 'Second Year Proteges', 'Mentors', 'Calendar', 'Miscellaneous', and 'IMP Teacher Resources'. Below this is a 'QUICK LINKS' section with a link for 'Staff Information'. The browser's address bar shows the URL 'https://www.district148.net/mentor/index' and the Windows taskbar at the bottom displays the date and time as 10:12 AM on 10/26/2021.

School District 148 Induction/Mentor Program Activities

First Year Protégé Activities

<p><u>August</u></p> <p>_____ Submit: Classroom Management Plan</p> <p>_____ Submit: Schedule</p> <p>_____ Complete: Teaching Environment Profile</p> <p><u>September</u></p> <p>_____ Complete: Co-observation</p> <p>_____ Complete: Reflection #1 Year 1</p> <p>_____ Begin: Professional Development Action Plan I</p> <p><u>October</u></p> <p>_____ Complete: Mentor Observation #1</p> <p>_____ Complete: Protégé Observation #1</p> <p>_____ Complete: Co-teaching Experience</p> <p><u>November</u></p> <p>_____ Complete: IAR Plan I</p> <p>_____ Complete: Reflection #2 Year 1</p> <p>_____ Complete: Mentor Observation #2</p>	<p><u>January</u></p> <p>_____ Complete: Collection of Engaging Activities</p> <p>_____ Complete: Reflection #3 Year 1</p> <p>_____ Complete: Mentor Observation #3</p> <p>_____ Continue Professional Development Action Plan I</p> <p><u>February</u></p> <p>_____ Complete: Protégé Observation #2</p> <p><u>April</u></p> <p>_____ Complete Professional Development Action Plan I</p> <p>_____ Complete: Reflection #4 Year 1</p> <p>_____ Submit: First Year Protégé Portfolio</p> <p><u>Coordinator Observation Dates:</u></p> <p>_____ first semester</p> <p>_____ second semester</p>
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Meeting Attendance

Aug Sept Oct Nov Dec Jan Feb March April May

School District 148
Induction/Mentor Program Activities
First Year Protégé Activities for Veteran Teachers Step 4 or higher

<p><u>Core Activities:</u></p> <p>Veteran teachers will complete all of the core activities.</p> <p><u>August</u></p> <p>_____ Submit: Classroom Management Plan</p> <p>_____ Submit: Schedule</p> <p>_____ Complete: Teaching Environment Profile</p> <p><u>September</u></p> <p>_____ Complete: Protégé Observation #1 or Co-Observation Activity</p> <p>_____ Complete: Coordinator Observation</p> <p><u>October</u></p> <p>_____ Complete: Mentor Observation #1</p> <p><u>November</u></p> <p>_____ Complete: Protégé Observation #2</p> <p><u>January</u></p> <p>_____ Complete: Mentor Observation #2</p> <p><u>April</u></p> <p>_____ Submit: First Year Protégé Portfolio</p>	<p><u>Additional Activities:</u></p> <p>Veteran teachers have the choice to complete either Option 1 or Option 2.</p> <p>Option 1:</p> <p>_____ Complete: Professional Development Action Plan I using the Danielson Framework for Teaching Rubric (September, January, and April)</p> <p>OR</p> <p>Option 2: (Choose 4)</p> <p>_____ Complete: Reflection 1 Year 1: Danielson FFT 2C & 2D</p> <p>_____ Complete: Reflection 2 Year 1: Danielson FFT 1B</p> <p>_____ Complete: Reflection 3 Year 1: Danielson FFT 1A & 1F</p> <p>_____ Complete: Reflection 4 Year 1: Danielson FFT 4E</p> <p>_____ Complete: Co-teaching Activity</p> <p>_____ Complete: Co-Observation Activity</p> <p>_____ Complete: IAR Plan I</p> <p>_____ Complete: Collection of Engaging Activities I</p>
--	--

Meeting Attendance

Aug
 Sept
 Oct
 Nov
 Dec
 Jan
 Feb
 March
 April
 May

School District 148
Induction/Mentor Program Activities



Second Year Protégé Activities

<p><u>August</u> ____ Submit: Classroom Management Plan ____ Submit: Schedule</p> <p><u>September</u> ____ Complete: Mentor Observation #1 ____ Complete: Reflection #1 Year 2 ____ Begin: Professional Development Action Plan II</p> <p><u>October</u> ____ Complete: Assessing Student Work Activity ____ Complete: Protégé Observation #1</p> <p><u>November</u> ____ Complete: IAR Plan II ____ Complete: Reflection #2 Year 2</p>	<p><u>January</u> ____ Complete: Collection of Engaging Activities II ____ Complete: Reflection #3 Year 2 ____ Complete: Mentor Observation #2 ____ Continue: Professional Development Action Plan II</p> <p><u>February</u> ____ Complete: Protégé Observation #2</p> <p><u>April</u> ____ Complete Professional Development Action Plan II ____ Complete: Reflection #4 Year 2 ____ Submit: Second Year Protégé Portfolio</p>
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Meeting Attendance

____ Aug ____ Sept ____ Oct ____ Nov ____ Dec ____ Jan ____ Feb ____ March ____ April ____ May



Preparing for Parent Teacher Conferences



Building Parent-Teacher Partnerships

The day-to-day reality of many families is different today than a generation ago. Family members spend far less time together and adults often face an ongoing struggle to balance the demands of their families and their jobs. While these pressures can cause parents to participate less in their children's lives, there remains a great need for them to be involved in their children's education.

National Association for the Education of Young Children



Family Model for Teacher-Parent Relationships

"In families, every member has certain expectations of the others: We expect them to keep in touch with us...and they expect the same from us. We expect them to share day-to-day information and anecdotes about themselves and their children. We expect them to be open about their feelings and feel comfortable about probing ours. We expect mutual trust.

Using the family model dramatically changes the picture of a teacher/parent relationship. It becomes a relationship built on trust and understanding, one in which communication prospers, confrontation and blame disappear. It frees thinking and opens the way to more frequent, more useful, more comfortable sharing of home and school experiences."

Parents and Teachers—Partners in Learning, Jane Baskwill

BACK

Notes for Next Time: Create a list of NFNT & have discussion with your mentor. Next opportunity is the end of 3rd quarter



Reflecting on First Quarter Grades

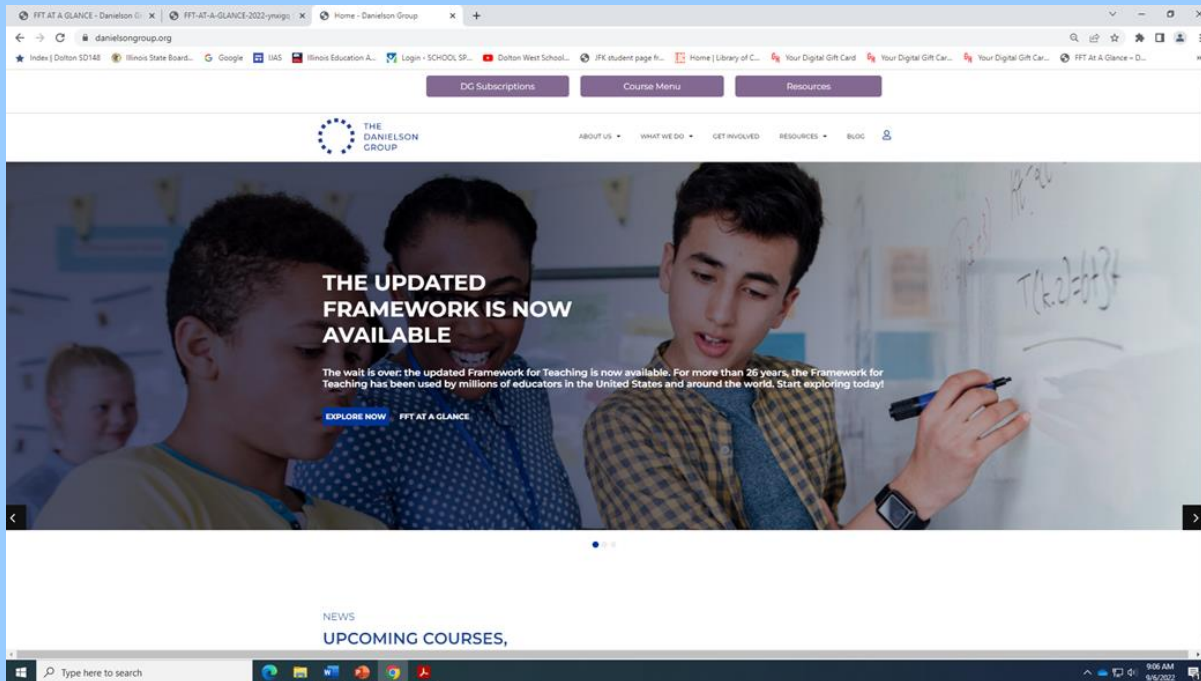
What are you going to do to support students who received a D or an F?

What are you going to do to enrich students who received an A?



[This Photo](#) by Unknown author is licensed under [CC BY-SA](#).

The Updated Framework for Teaching 2022 – Danielson Group at <https://danielsongroup.org/>.



The infographic is divided into four colored quadrants, each representing a domain. In the center, there is a black rounded rectangle containing the Danielson Group logo, which consists of a circular arrangement of blue dots and the text "THE DANIELSON GROUP".

- DOMAIN 1**
PLANNING AND PREPARATION
 - 1a Applying Knowledge of Content and Pedagogy
 - 1b Knowing and Valuing Students
 - 1c Setting Instructional Outcomes
 - 1d Using Resources Effectively
 - 1e Planning Coherent Instruction
 - 1f Designing and Analyzing Assessments
- DOMAIN 2**
LEARNING ENVIRONMENTS
 - 2a Cultivating Respectful and Affirming Environments
 - 2b Fostering a Culture for Learning
 - 2c Maintaining Purposeful Environments
 - 2d Supporting Positive Student Behavior
 - 2e Organizing Spaces for Learning
- DOMAIN 3**
LEARNING EXPERIENCES
 - 3a Communicating About Purpose and Content
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment for Learning
 - 3e Responding Flexibly to Student Needs
- DOMAIN 4**
PRINCIPLED TEACHING
 - 4a Engaging in Reflective Practice
 - 4b Documenting Student Progress
 - 4c Engaging Families and Communities
 - 4d Contributing to School Community and Culture
 - 4e Growing and Developing Professionally
 - 4f Acting in Service of Students

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



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DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a** Cultivating Respectful and Affirming Environments
- 2b** Fostering a Culture for Learning
- 2c** Maintaining Purposeful Environments
- 2d** Supporting Positive Student Behavior
- 2e** Organizing Spaces for Learning

DOMAIN 2

LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning

- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments

- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior

- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning

- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

Charlotte's Advice

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

Cultivating Affirming & Respectful Learning Environments

Charlotte's Advice



Examples of teacher/classroom actions

- Morning meeting to foster belonging and trust
- Set expectation for active listening, practice
- Set expectations for student participation, practice
- Send a morning message each day, teacher to student
- Address any conflicts immediately

Investigating 2a:

Cultivating Affirming & Respectful Learning Environments

Self-Assessment

What's the evidence?



2a: Cultivating Respectful and Affirming Environments

	Unsatisfactory	Basic	Proficient	Distinguished
	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
	Positive Relationships			
	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
	Sense of Belonging			
	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
	Cultural Responsiveness			
	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
	Positive Conflict Resolution			
	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

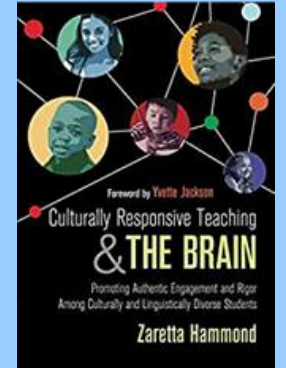
CRITICAL ATTRIBUTES

Cultivating Affirming & Respectful Learning Environments



Classroom Strategies

Chapter 5: Building the Foundation of Learning Partnerships



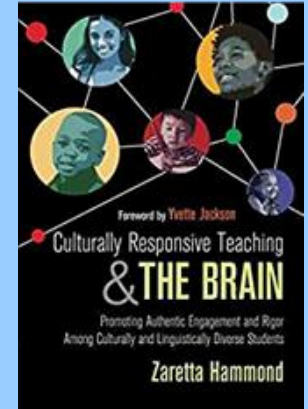
- Identify a specific student you would like to have a better learning partnership with
- Assess the quality of your relationship with your focal student
- Create a system to help you look closely at and listen carefully to your focal student
- Keep track of student responses over time
- Crunch the number & analyze the data
- Based on the data, identify one small change you can make to build trust with the focal student
- Track the impact of the change
- Express your care in non-verbal ways that show your concern
- Find time to play and have fun as a class
- Commit to practicing affirmation

Cultivating Affirming & Respectful Learning Environments



Classroom Strategies

Chapter 5: Building the Foundation of Learning Partnerships



“Remember the burden is on you to change the nature of the relationship and build trust between you and your students”

Zaretta Hammond - Building Learning Partnerships p.85



Cultivating Affirming & Respectful Learning Environments

Classroom Strategies

2x10 Classroom Environment Strategy

The 2x10 strategy is simple: spend 2 minutes per day for 10 days in a row talking with student about anything she or he wants to talk about. There's no mystery to the reasoning here, of course-the strategy builds a rapport and relationship between teacher and student, and lets the child see that you genuinely care about him or her as a person.



Suggestions for the 2x10

1. Who is a silly or funny person you know? Why is he/she silly or funny?
2. If you would play with a character from a fairy tale who would it be? Why?
3. What is your favorite ride or activity at an amusement park or fair? Why?
4. Which holiday do you like the best? Why?
5. If you could be an animal, which one would it be?
6. What do you want to be when you grow up?
7. What is your favorite food? How do you make it?
8. What is your favorite TV show?
9. Tell me about the silliest thing you ever did?
10. What is your favorite movie or video?
11. Do you have something special you sleep with at night?
12. If you had 3 wishes like Aladdin, what would they be?
13. Do you know anyone from another country? Where are they from?
14. If you could go anywhere on vacation, where would it be? Why?
15. Tell me what you like to do in the car while your parents are driving?
16. What is your favorite place to go out to eat? Why?
17. Have you ever been in an airplane? What was it like?
18. Would you rather play outside or inside?
19. Have you ever ridden on a train? What was it like?
20. What is your favorite dessert? Why?
21. What is your favorite snack?
22. How do you get rid of the hiccups?
23. Do you believe in ghosts?
24. Do you have chores at home? What are they?
25. Have you ever gone on a hike? How long was it?
26. Have you ever been to the country? Big city? Did you like it?
27. Name three things that made you happy, sad, or angry.
28. What is your favorite thing to do at home? At a friend's house?
29. If you were Goldilocks and the three bears came home, what would you do?
30. If you were Snow White and the Wicked Queen came to the door and offered you an apple, what would you do?
31. What do most people say you are good at doing?
32. What do you think you are good at doing?
33. How do you feel when you win?
34. How do you feel when you lose?
35. How do you treat other people when they lose to you?
36. What is your favorite season of the year? Why?
37. Have you ever moved or have you always lived in the same place?
38. Do you have a favorite color? What is it?
39. Do you know any knock-knock jokes?
40. What are your favorite things to draw? Would you draw me a picture of them?

Cultivating Affirming & Respectful Learning Environments

Classroom Strategies



XYZ Management Strategy


Used with your "Z" students to help you to understand their behavior and build your relationship with them



Student to Student Conversation

Teacher creates a procedure for students to follow that affords them the opportunity to have conversations with other students – more in December

CREATING RELATIONSHIPS...



Creating Relationships

DEPOSITS	WITHDRAWALS
Seeking first to understand	Seeking first to be understood
Keeping promises	Breaking promises
Kindnesses, courtesies	Unkindnesses, discourtesies
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty, duplicity
Apologies	Pride, conceit, arrogance
Open to feedback	Rejecting feedback

Adapted from materials from The Seven Habits of Highly Effective People by Stephen Covey

DEPOSITS MADE TO INDIVIDUAL IN POVERTY	WITHDRAWALS MADE FROM INDIVIDUAL IN POVERTY
Appreciation for humor and entertainment provided by the individual	Put-downs or sarcasm about the humor or the individual
Acceptance of what the individual cannot say about a person or situation	Insistence and demands for full explanation about a person or situation
Respect for the demands and priorities of relationships	Insistence on the middle-class view of relationships
Using the adult voice	Using the parent voice
Assisting with goal-setting	Telling the individual his/her goals
Identifying options related to available resources	Making judgments on the value and availability of resources
Understanding the importance of personal freedom, speech, and individual personality	Assigning pejorative character traits to the individual

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33

Cultivating Affirming & Respectful Learning Environments

Classroom Strategies

How will you cultivate an affirming & respectful learning environment with the students in your classroom?

(Give One, Get One)





ILLINOIS

Assessment of Readiness

- **Testing in 2023**
- **IAR Plan – IMP Activity for November**
- **IAR Digital Library on ISBE website at <https://il.digitalitemlibrary.com/home>**



Other Announcements

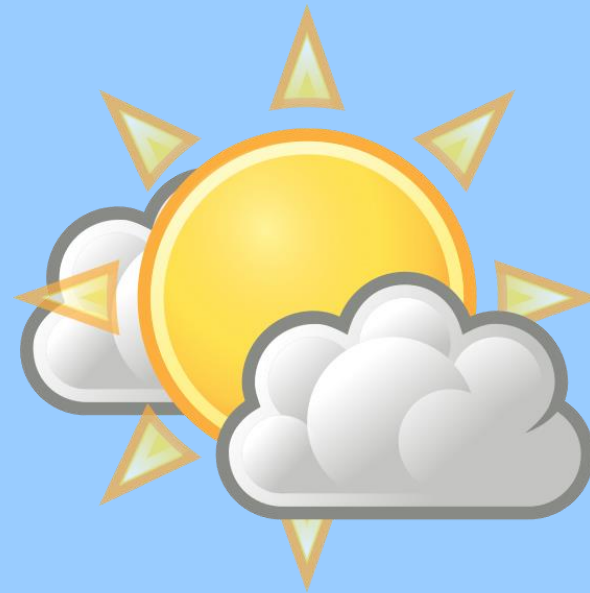
- ❖ **Workshop Information –IEA Professional Learning Portal, watch your email**
- ❖ **December Meeting Date – Tuesday, December 5th**
- ❖ **Missed meeting letter**
- ❖ **Upcoming Surveys – Illinois Five Essentials Survey, SD148 Feedback Survey, IMP Mid-Year Survey**
- ❖ **Science Fair Judges – see Mike**
 - **Roosevelt – Thursday, December 7th**
 - **Washington – Wednesday, December 13th**
 - **Lincoln – Thursday, December 14th**
- ❖ **Food drive? – Thornton Township**

So, how did we do?

**Workshop
Evaluation Forms**

Timesheets

**Professional
Development Hour
Sheets**



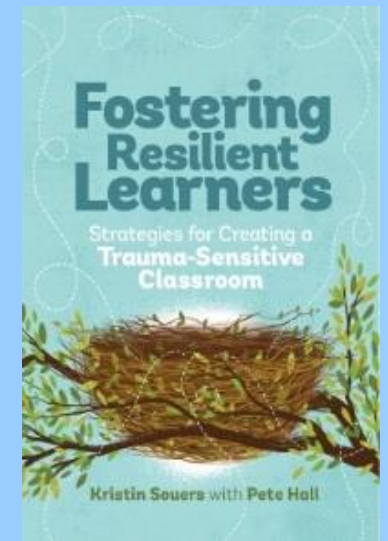
FIN

Cultivating Affirming & Respectful Learning Environments

Classroom Strategies

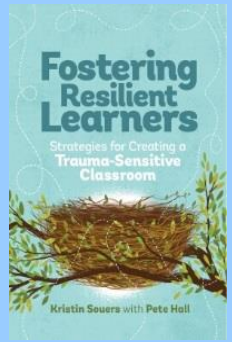
A Conversation Protocol

- 1) Listen *
- 2) Reassure
- 3) Validate
- 4) Respond *
- 5) Repair
- 6) Resolve *





A Conversation Protocol



p. 79

- 1) **Listen** deeply to the message being sent *
- 2) **Reassure** the person that his or her perspective is important
- 3) **Validate** the person's emotional state
- 4) **Respond** with a statement about what occurred through your lens *
- 5) **Repair** with a heartfelt apology and heal the relationship
- 6) **Resolve** by coming to terms with what happened and collaborate to find ways to prevent future challenges of the same type *

Engaging Students in Learning - 3C

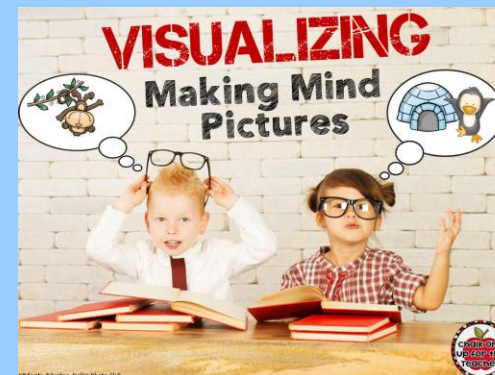
10 - 2 Rule



The 10 - 2 Rule: No matter how the students are receiving knowledge or skills, interrupt the input about once every 10 minutes to allow for about 2 minutes for the students to process the learning.
-Spence Rogers

Intellectual Engagement

- Writing
- Discussion
- Visualizing
- Organizing Information



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Examples of the Active Engagement Format



[7 ways to Increase Student Engagement in the Classroom video](https://www.youtube.com/watch?v=TjADkTe5upA)

<https://www.youtube.com/watch?v=TjADkTe5upA>

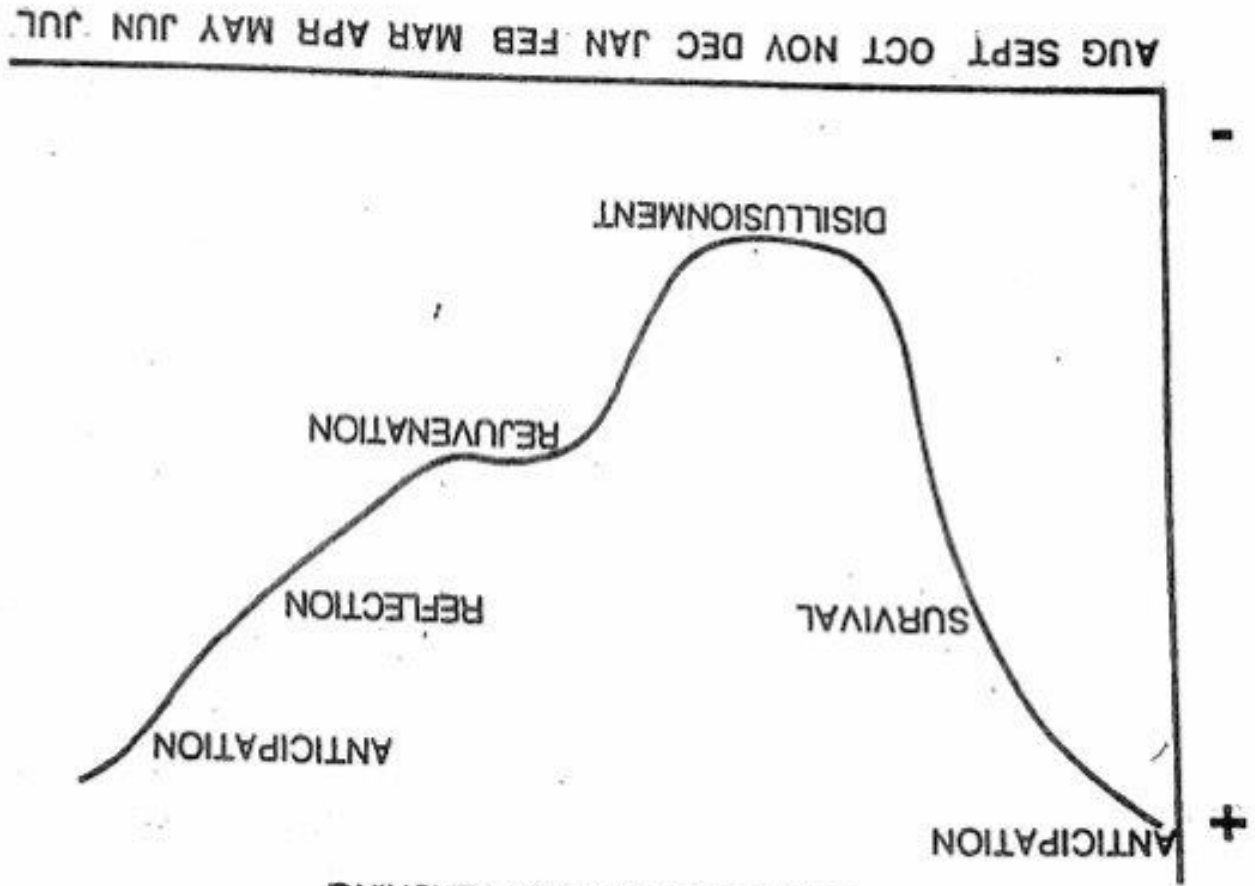
<https://www.edutopia.org/student-engagement-resources>

<https://www.teachhub.com/actively-engage-students-using-hands-minds-instruction>

http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald007.shtml

PHASES OF FIRST YEAR TEACHING

ATTITUDES TOWARD TEACHING



E. Moir, California New Teacher Center

