

Leveraging School Culture to Improve Attendance

Lori Davis, Chief Transformation Officer Alison Duran, Director of School Transformation

Meet your Presenters



Lori Davis

Chief Transformation
Officer



Alison Duran

Director of School Transformation

Our Focus

- Why is school culture the answer to our attendance crisis?
- What is the current reality?
- How can we ignite change and leverage a school's culture to improve attendance?

Session Norms

- Be present: This experience is stronger with you in it
- Be hungry for change: Don't wait for it to come to you. Actively seek ways to dismantle inequitable systems.
- Bring people along and be willing to be brought along: Listen. Learn. Push. Challenge. Grow.
- Extend grace: This work isn't easy, and we'll stumble at times.
- Students first: Always.

Today's Session Objective:

We will learn about our current reality surrounding the state of our students and why they are not attending school and how we can ignite change by creating a culture where they can thrive.

Why is school culture the answer to our attendance crisis?



"No one cares how much you know until they know how much you care."

Theodore Roosevelt

What is the fundamental purpose of school?

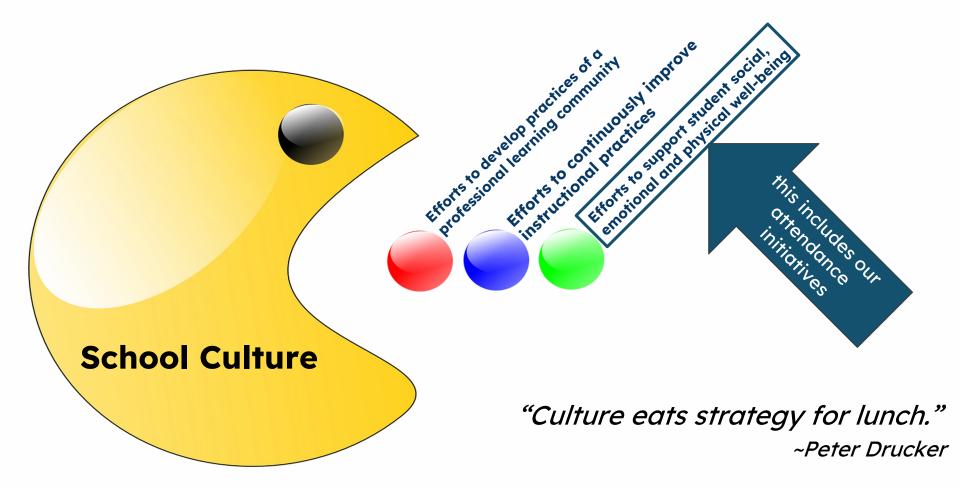
Ensure all students acquire the academic skills, knowledge and behaviors needed for future success.

~Mike Mattos, Solution Tree

The purpose of school is to ensure students learn...

...getting students to attend is the first step.





The difference between School Culture and Climate



School Culture

"...every behavior, both intentional and unintentional, that you allow on your campus." ~Regina Stephens Owens



School Climate

how it feels to work at or attend the school; the quality and character of school life; the climate reflects the culture.





Think back to a time in your PreK-12 school years when you wanted to go to school.

What about the school climate made you excited show up each day?

What is the current reality?

Attendance Fact Study

- Attendance patterns are established early and persevere for the remainder of the year. (Students who miss 2-4 days in September, go on to miss nearly a month of school.)
- Poor attendance in the early grades has a significant influence on whether or not students can read on grade level by 3rd grade.
- Students with chronic absenteeism by 6th grade are more likely to drop-out of high school before graduation.
- In Central Texas, 20% of Pre-K students are chronically absent, as well as 18% of High School students.
- Students from low-income households are twice as likely to be chronically absent as those students not from low-income households.
- Chronic absenteeism is also linked to a decrease in attainment of post-secondary qualifications.



Attendance is the beginning...



12%

Young adults without a post-secondary credential within six years of leaving high school have just a 12% chance of earning a living wage.

Pre-pandemic Reality

anxiety

becomes the most common mental illness in the U.S.

bullying

between 21% and 73% of secondary students report being bullied each year

depression

becomes the leading cause of disability worldwide

suicide

rate increased 28% in the U.S. between 1999 and 2016

Source: Yale Center for Emotional Intelligence, October 2019

Mental Health in America

25%

of children have school adjustment problems (up to

60% in disadvantaged areas)

45%

of children have at least 1

ACE (10% have 3 or more)

18%

of the population is affected by anxiety disorders

25%

of children between ages 13 and 18 have been diagnosed with an **anxiety disorder** 60%

of college students report

"overwhelming anxiety"

20%

increase each year for last 6 years in college students seeking mental health treatment



~Dr. Marc Brackett, November 2021

Bullying & Bias in America

On average

1/3

of middle/high school students are bullied each year Black male students are

3.8xs

as likely to receive one or more out-of-school suspensions as white students 2020 had highest number of hate crimes since 2008

Anti-black racism at the top

Anti-Asian hate crimes are up by nearly 150% in 2020

40% of LGBTQ youth 'seriously considered' suicide last year

PERMISSION TO FEEL

~Dr. Marc Brackett, November 2021

Engagement & Stress/Burnout in America

20-40%+

of students are disengaged at school

50-60%

of employees are disengaged at work

13%

of employees say they are "miserable"

46%

of teachers report excessive daily stress

85%

of teachers say work-life imbalance is affecting their ability to teach

30%+

leave teaching after first 5 years



~Dr. Marc Brackett, November 2021

Reflect on the Data Shared



What about the data is surprising to you?

How are you seeing this in your work or organization?

The Role of School in the Lives of Students

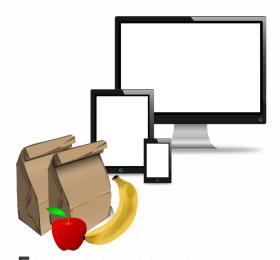


First introduction to the world beyond home/family

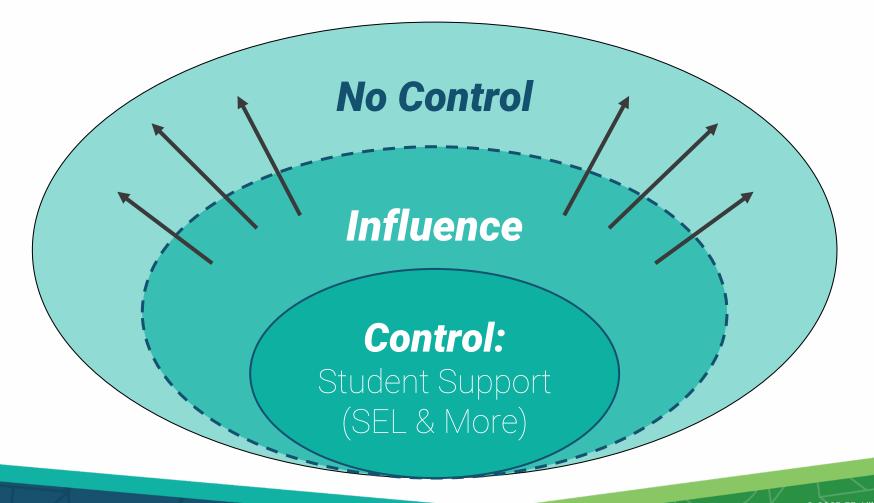


49% of days each year

 $\frac{1}{3}$ of each 24 hr day



of basic needs (food, shelter, technology, social interaction)



Social Emotional Learning (SEL) is...

the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

~CASEL (The Collaborative for Academic and Social Emotional Learning)

E3 © 2023 E3 Allian

SEL and the Brain!

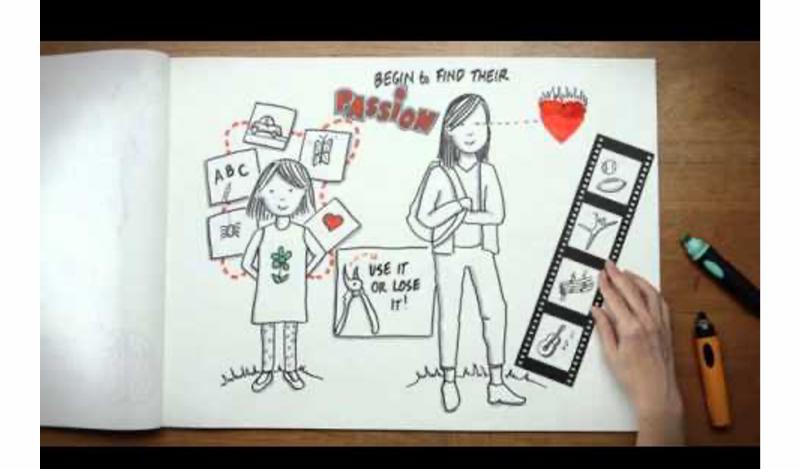
<u>Dan Siegel - "The Adolescent Brain" -</u> YouTube



Pay Attention to (P.A.T. List) for Discussion:

What are some of the positive outcomes of brain integration?

How does this relate to students attending school and the implementation of SEL in schools?



Let's Talk!

<u>Dan Siegel - "The Adolescent Brain" -</u> YouTube

2:00



Discussion Question:

What are some of the positive outcomes of brain integration?

How does this relate to students attending school and the implementation of SEL in schools?

Protecting Youth Mental Health: The U.S. Surgeon General's Advisory was published in December 2021 and Youth Mental Health remains one of his top 3 (of 6) priorities. From the U.S. Surgeon General's website:

Our Priorities

Public health impacts all of us. We aim to help everyone understand these important issues and how we can work together to take action.



Social Connection



Youth Mental Health



Workplace Well-Being

Recent History of Support for Mental Health, Wellness through SEL in Schools...

Social and Emotional Learning (SEL) practices emerging in schools Mental Health becoming a crisis in the U.S.

Opportunity for Impact:
Focused efforts for SEL
and mental health support
in schools

late 1990's

2019

2023

by late 2010's

SEL practices gain momentum, becoming more common in schools

2020

Covid-19
pandemic and
racial reckoning

Here's what we know...

- A student's lived experience at school has a significant impact on their well-being and mental health
- The culture and learning environment of a school determines the quality of that experience
- SEL is a big part of school culture and learning environment





Connect & Reflect

- Silent, Thinking Time
- Think about these questions
- Prepare to talk with a partner

- What resonates with you about the "why" we need to focus on SEL implementation?
- What SEL work is already in practice in your school or organization?

Exchange Ideas



- Please follow our Session Norms
- INTRODUCTION: What is your name, role, and district/organization?
- GET ONE: listen for something you had not thought of or considered
- GIVE ONE: share a good practice or something that you have seen work effectively

03:00

Discussion Questions

- What resonates with you about the "why" we need to focus on SEL implementation?
- What SEL work is already in practice in your school or organization?

How can we ignite change and leverage a school's culture to improve attendance?



School Culture

"...every behavior, both intentional and unintentional, that you allow on your campus." ~Regina Stephens Owens

We have to explicitly teach students and teachers how to change behavior and build relationships.

To ensure that teachers have the skills to build optimal relationships, we must provide a schoolwide system of supports that continuously and routinely trains teachers in the art of building relationships with students.

John Wink

A Leader's Guide to Excellence in Every Classroom

The "Knowing-Doing" Gap

Knowing

Doing

Learning Building Awareness Intentional planning & "beginning" actions with fidelity Systems

Systems

Desired

Outcomes

Igniting Change through Campus-wide Systems



Building and Maintaining Relationships



Physical and Emotional Safety



Engagement in Learning

Igniting Change through Campus-wide Systems



Building and Maintaining Relationships

Building Relationships: Teacher-Student Strategies



Actions/Habits

- Door Greetings
- Systems for checking in / signaling needs
- Share about yourself
- Ask about their academics or extracurriculars
- Specific compliments/affirmations
- Call students by name

Approach/Mindset

- High expectations for ALL students
- Stay calm; nothing is personal
- Asset-based language (not deficit)
- Personal reflections; humility; restorative

#thisishowweroll

is about...

the Armadillo Way, where <u>all</u> teachers implement a shared set of strategies in <u>all</u> classrooms and common areas for <u>all</u> students.

Positive Greetings

WHY: Starting each personal interaction with a positive greeting to make students, staff, and visitors feel valued and welcomed.

"HOW" Criteria:

For common areas:

 Greet each student, staff, or visitor with a positive statement and offer to assist them if needed.

For classrooms:

- At the start of class, stand at your door facing the hallway "bell to bell" (the entire passing period).
- 2. Monitor and provide positive reminders of hallway expectations.
- Greet each student by name with a positive statement and an interactive gesture.
- 4. Have the warm-up visible so that students can get started independently as soon as they enter.

Respectful Communication

WHY: Model respectful communication while maintaining a calm, consistent environment so that students feel supported and valued.

"HOW" Criteria:

- Use a positive tone and words to reinforce appropriate behavior frequently in the classroom and common areas
- 2. When redirecting or reminding students to follow expectations, maintain a calm tone and neutral language. Correct students briefly, calmly, and respectfully.
- 3. Treat each student as an individual.
- 4. Model a calm response to difficult circumstances.
- 5. Pay more attention to and time reinforcing correct behavior.

Community Circles

WHY: Build relationships and connections by learning about your students interests, lived experience, and personalities.

"HOW" Criteria:

- Plan for a specific time to hold a community circle during class once per week.
- Establish norms (poster is visible to all students) and review them each time.
- Establish a connection piece and utilize it each time. Reinforce the talk and listen expectations of the connection piece.
- Plan an engaging question that will encourage students to share their thoughts or current situations.

Family Connections

WHY: Foster a moment of connection with families, guardians, and students while praising students' behavior and efforts.

"HOW" Criteria:

- Make one positive contact (email, phone call, personal connection, etc.) each day OR 5 per week.
- 2. Log each positive connection in your family contact log.
- 3. Introduce yourself. Explain your relationship to the student (subject, period, met them in the hallway). Provide at least one specific positive statement about something the student did within the last week.
- 4.Keep teacher website upto date. (syllabus, conf. Times, info on self, tutoring time, etc)

Our Playbook Understanding: We understand these strategies were selected to support positive behavior for <u>OUR</u> students and we will actively engage in collaboration, planning and practice to continuously improve their implementation in <u>ALL</u> classrooms and common areas.

Building Relationships: Student-Student Strategies



- Plan moments/activities for:
 - positive intellectual interaction
 - shared fun, connections
- opportunities to practice soft skills like...
 - healthy communication
 - cooperation/collaboration
 - leadership

Connection Question Example



- 30 seconds: If you could be any athlete for a single game/event, who would you choose?
- Find a partner
- 3 minutes: Take turns sharing your answer with each other. If you are the listening partner, ask at least one question after the speaking partner has shared.
 - Who? What? Why? How? When? Where?

Habits of Connection



Hand Signals

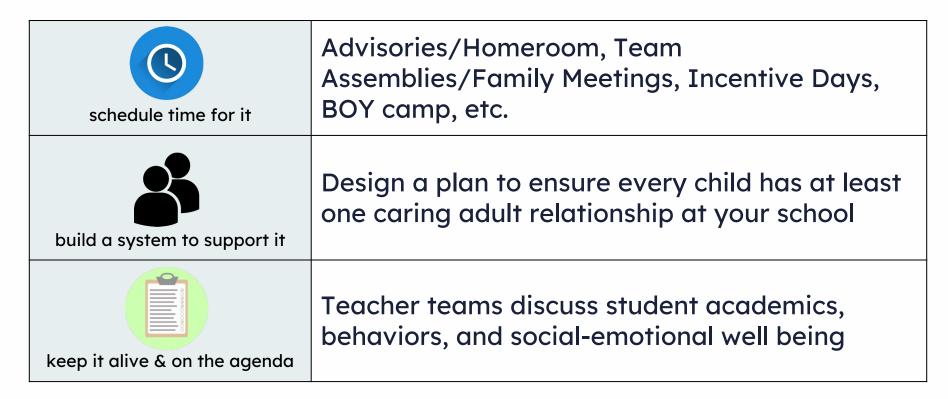


Logos / T-shirts

"CLAYTON PROUD!" -> "SAY IT OUT LOUD!"
"FALCONS RISE!" -> "ABOVE THE SKIES!"

Call and Response

Structures for Building Relationships with Students



Maintaining Relationships: Teacher-Student Strategies



- Clear & Consistent Expectations and Procedures
 - Teach, Model, Practice
- Start each day as a new day
- Make connections with students who need additional behavior supports
- Practice and model empathy and controlled emotions
- Repair the relationship (if needed)

Support for Restoration of Teacher-Student Relationship

Engage

Explore

Explain

Elaborate

Evaluate/Extend

WHY: Welcoming & affirming the student with a warm, positive greeting and providing them with explicit communication about the importance of your relationship.

HOW:

- 1)Greet student
 2)Explain why you want to
 speak with them about the
 situation that happened.
- Ex: "I came to talk to you today because we need to chat about what happened in class yesterday."

1)Explain the importance of

your relationship.

"It's important to me that you and all my students feel safe and welcomed in my classroom and I feel we need to come up with a plan together on how to move

forward."

WHY: Access students' prior knowledge and activate their curiosity.

HOW:

- 1)Ask for the students' perspective on incident
 - do not interrupt
 - apologize for your actions as a teacher if needed (if you lost your cool in the situation)
- 1)Well-being check-in; Get the whole picture Ex: "Is there anything you want me to know about that happened outside of my classroom yesterday, because this behavior is out of the ordinary

for vou"

WHY: Facilitating learning experiences in a way that addresses the needs discovered in Explore, conveys the objective and its relevance beyond the classroom will increase behavior management skills and improve learning outcomes.

HOW:

- 1)Revisit the Classroom Expectation that was not met
- 2)Review the student profile of an armadillo and how this incident is misaligned
- 1)Explain why expectations need to be followed

WHY: Build student capacity for self-management of behavior, independent thinking, peer communication, and application of skills. (Make sure they can do things without us!)

HOW:

- 1)Questioning; guided reflection using Armadillo student profile & Classroom Expectations
 - a)I would like us to find a way for us both to move forward so that I can teach and you can learn
- b)What do you need from me? c)Here is what I need from
- d)Are you willing to do those
- things?

 2)Come up with signal to use in
- 2)Come up with signal to use in class to remind the student of the agreement.

 Ex:"I would like to be able

Ex:"I would like to be able to support you in following these expectations so lets come up with a signal that I can use to remind you of this conversation."

WHY: Ending our time with students meaningfully and sending them forward with positivity builds relationships, increases engagement & provides social-emotional support.

1)End conversation with an

HOW:

assurance of relationship and provide clarity about the way forward (further consequences-following campus/district policy, next steps and a commitment to to do better next time) Ex:"I want you to know that tomorrow is a new day and that I care about you, so I'm glad we have a plan to move forward and I will do my best to support you by doing the signal we came up with to remind you."



Mindful Moment

- Silent, Think-Time
- Optional Writing Time
- Prepare to Talk

Discussion Questions:

Which strategy resonates most with you? Why?

What are some additional relational strategies you've seen used in classrooms or your organization?

Let's Talk

- Follow our NORMS
- Listen carefully
- Ensure shared voice
- Discuss the answers to these questions

2:00

Discussion Questions:

Which strategy resonates most with you? Why?

What are some additional relational strategies you've seen used in classrooms or your organization?

Igniting Change through Campus-wide Systems



Building and Maintaining Relationships



Physical and Emotional Safety

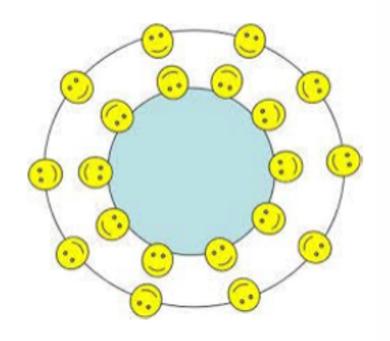


Engagement in Learning

Igniting Change through Campus-wide Systems



Physical and Emotional Safety



7 Students /7 TeachersActivity

02:00

Connect & Reflect

- Silent, Thinking Time
- Think about these questions
- Optional writing

What resonates most about the 7 students / 7 teachers activity?

How can you use the "WHY" shared learning in your work everyday?

Classroom Social & Emotional Safety



- Consistent behavior structures across classrooms and campus
- Agreements of behavior (Social Contracts, for example)
- Rituals & habits that...
 - build trust
 - create community/belonging
- Plan moments/activities for connection and positive interaction
- Practice, teach & coach for growth mindset and asset-based language
- Restorative practices

Next Step (or) Back on Task

E3 Alliance MS Behavior Support Sequence is about...

The teachers actions below are sequential for each class period. These steps are used to support students when incidental/managed incidents occur. Begin the sequence anew each day.

Step #1: Verbal Warning

- Teacher reminds student of expectations
- Optional: Teacher logs consequence in their own system

Step #2: Student/Teacher Conference

- Teacher conferences with student, comes up with verbal plan to move forward
- Optional: Teacher logs consequence in their own system

Step #3: Lunch Detention & Phone Call Home

- Lunch Detention w/Teacher (build/restore relationship) (document in Student Data System)
- Parent notified of Consequence (document in Student Data System)

Step #4: Parent/Teacher/Student Conference

- Parent/Teacher conferences with student, comes up with written plan to move forward (document in Student Data System)
- Administrator, Counselor, or Team Teachers present (if needed)

Step #5: eferral & Student/Adm

Referral & Student/Administrator
Conference

- Teacher submits ODR form; document in Student Data System
- Admin process ODR and conference with student
- Admin support restoration of teacher-student relationship
- Admin follow up with support & coaching for classroom culture / mgmt

EXAMPLE E3MS Managing Emotions and Reactions Sequence

The teacher actions below are sequential for each day or class period. Follow them, in order, to support students when incidental/managed behaviors occur. Begin the sequence anew each day.

Initial Behavior Support

Teacher to Class (Using the Armadillo Profile & Expectations)

- •"What expectation is not being followed?"
- "What are we supposed to be doing in order to follow that expectation?"
- •"Great!"

START

HERE

Consequence 1: Verbal Warning

No

recurrence of behavior (same day or period)

Is the behavior "verbal disrespect?"

Yes

Teacher to Student (4 Four Questions)

- 1. What are you doing?
- 2. What are you supposed to be doing?
- 3. Are you doing it?
- 4. What are you going to do about it?

Closing question for clarity: What is going to happen if you are not following the expectations again?

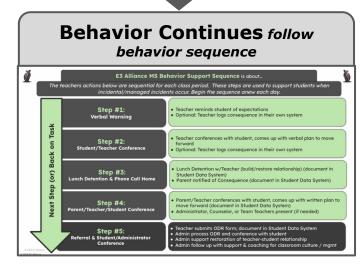
Teacher to Student (4 Questions for Verbal Disrespect)

- 1. How are you talking to me?
- 2. How did we agree to talk to each other?
- 3. Were you doing it?
- 4. So, how are you going to talk to me?

Closing question for clarity:
What is going to happen if you are not following the expectations again?

- If you get an appropriate answer, move to the next question.
- If answer is not appropriate (or no answer), ask your question again. (no more than twice)
- If answer is still not appropriate (or no answer still), say "You may either answer the question or we will move on to our classroom consequence steps."
- If questioning is completed successfully, resume activities & learning.
- If Teacher-to-Class and Teacher-to-Student questioning is not completed successfully (no answers / inappropriate answers), or behavior recurs again within the same day or class period, then move to Consequential Classroom-Facilitated Behavior Support

Re-communicate to student the desired behavior that they told you and communicate next steps if expectations are not met.



**Use behavior guiding questions (as needed) with each individual conversation with the student



EXAMPLE E3MS Hallway Expectations



	Student Expectations	Teacher Expectations
Determined	 Keep moving through hallways, stairways and landings Arrive to class on time 	Teachers will respectfully prompt students get to their next class
Reflective	Use time wisely	Use time wisely
Caring	 Greet classmates kindly and appropriately Keep hands, feet and objects to self 	 Greet students and staff kindly and appropriately
Resourceful	Find a teacher or staff member if you need assistance or have a classmate that needs assistance	Teachers will be a resource for students who need assistance
Curious	Move directly to your next class by walking on the right	Will greet each student at their door and gauge their "ready to learn" status

Regular Check-ins: Example Tracking System

Check-In Question Stems					
You do not have to use all questions each time. Choose questions that are appropriate within your conversation.					
How are you doing?					
Last time, you mentioned How is that going?					
What are some good things that have happened since we last talked?					
What are you excited about in the next few days?					
How are your doing with your classes?					
What is your favorite thing about school right now?					
What has been hard for you lately at home or at school?					
What can I or someone at school do to help?					



Student	Date	Mode	Summary	
Stephanie Laney				
Rodrigo Valdez				
Steve Jones				
Sandra Cliff				
Natalie Heron				
Chastity Pershon				
Keller Harrison				
Deshon Waller				
Cynthia Perez				
■ Staff Directions ▼	Check In Rosters	Havard ▼	Clement ▼ Maynard ▼	Davis







Mindful Moment

- Silent, Think-Time
- Optional Writing Time
- Prepare to Talk

Discussion Questions:

Which strategy resonates most with you? Why?

What are some additional strategies you've seen used in classrooms or your organization to promote physical and emotional safety?

Let's Talk

- Follow our NORMS
- Listen carefully
- Ensure shared voice
- Discuss the answers to these questions

2:00

Discussion Questions:

Which strategy resonates most with you? Why?

What are some additional strategies you've seen used in classrooms or your organization to promote physical and emotional safety?

Igniting Change through Campus-wide Systems



Engagement in Learning

Engagement in Learning: Access

ANTICIPATION GUIDE:

The Hill We Climb, by Amanda Gorman

Before we read the poem today, please read the following statements. If you agree with the statement or you think it is true, write an " Λ " on the line in front of the statement (in the BEFORE column). If you do not agree with the statement or you think it is not true, write a "D" on the line after the statement (in the AFTER column). Be prepared to explain why you wrote " Λ " or "D."

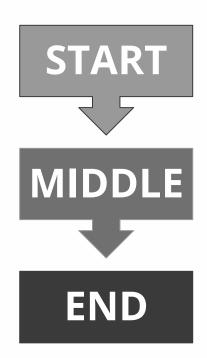
BEFORE		AFTER
4	When a poet uses rhyme, it's really just to	
	make it sound good.	
_	If a poet or author references something dark	
D	or sad, it makes the overall tone of the text	
	dark or sad as well.	
	The poem we're reading today was an inaugural	
	poem, as it was presented and performed during	
A	a presidential inauguration. They have poetry at	
	inaugurations to entertain people, communicate	
	an inspiring message, and add meaning to the	
	ceremony.	
	America is not a perfect country because bad	
U	stuff happens here sometimes.	

Anticipation Guide used before a lesson to activate prior learning and provide a talking opportunity with peers.

- Can they listen, read, speak, and write about the concept/content they are learning?
 - Vocabulary (Pre-teach or Activate Prior)
 - Sentence Stems for talking and/or writing
 - Scaffolds or progression of skills to support the learning objective
- Varied ways to:
 - access and interact with content
 - see relevance between content & their lived experience
 - demonstrate mastery

E3

Engagement in Learning: Engage



- Explicit Instructional Sequence
 - What is it? a consistent, structured way to begin, facilitate, and end a lesson that provides a high quality learning experience
 - <u>Start:</u> students interact with the Objective (so they know where they are going) and preview how they'll demonstrate mastery
 - <u>Middle:</u> engaging, research-based instructional strategies used throughout to ensure interest, relevance, motivation, competence, and confidence
 - <u>End:</u> close with a formative assessment to check for mastery of the objective



E3 Alliance MS Classroom Instructional Sequence

(each 45 minute class period)

Engage

(5 min)

WHY: Welcoming & affirming each student with a warm, positive areetina and providina them with explicit communication about the day's learning to prepare them for learning.

HOW:

- 1)Greet students at the door
- 2)"Do Now" on screen when students walk in the door
- 3)Students take turns reading the the Learning and Language Objective to shoulder partners (on screen and on designated whiteboard)
- 4)Preview of the Agenda for the day with connections to the Objectives

WHEN DO WE DO THIS:

All→Start of each class period

Explore (5 min)

WHY: Access students' prior knowledge and activate their curiosity.

HOW:

- 1) Access prior knowledge
- 2) Engaging activity to explore the concept/skill
- 3) Explicit teacher model of concept/strategy
- a)Use E3 Alliance playbook strategies
- b)Introduce important vocabulary
- c) Build graphic organizer or example together of the concept

WHEN DO WE DO THIS:

All→Start of each class period

Explain (15 min)

WHY: Facilitating learning experiences in a way that addresses the needs discovered in Explore, convevs the objective and its relevance beyond the classroom will increase engagement and improve learning outcomes.

HOW:

- 1) Brain Break (1 min movement)
- 2) Revisit the Lesson Objectives to focus
- 3) Students try for mastery of the concept on their own with teacher guidance using the example/graphic organizer
 - a)Use E3 Alliance playbook strategies
- 4)Explain expectations for activity

WHEN DO WE DO THIS:

All-throughout the learning experience

Elaborate

(15 min)

WHY: Build student capacity for self-management of behavior, independent thinking, peer communication, and application of skills. (Make sure they can do things without us!)

HOW:

- 1)Plan for student-talk, collaborative learning, independent application, use of student anchors
 - a) Teacher actively monitors and recognizes and reinforces strategies and expectations
- 2)Consistent use of our behavior model (support sequence) when behavior incidents occur

WHEN DO WE DO THIS:

All→throughout the learning experience

Evaluate/Extend

(5 min)

WHY: Ending our time with students meaningfully and sending them forward with positivity builds relationships, increases engagement & provides social-emotional support

HOW:

- 1) Revisit Lesson Frame
- 2) Introduce task for independent application of today's focused skill
- a)Talk or Write strategy to share thinking
- 3) Exit Procedures; teacher is the first one in the hallway when the bell rings

WHEN DO WE DO THIS:

All→At the end of each class period

Engagement in Learning: Confidence



Students can SEE that they are learning and gain confidence through the experiences in the lesson.

- Foster intrinsic motivation
 - voice and choice
 - growth mindset
 - teach that failure is part of the journey to success
 - advance organizers to involve students in course/unit goals
 - frequent opportunities for accomplishment
- Campus-wide high leverage research-based instructional strategies
- Specific, timely feedback provided (Real-time grading)
- grow autonomous, goal-focused learners
- Self-monitoring of progress

E3

E3 Alliance Middle School Campus Instructional Playbook

is about...

#thisishowweroll

the Armadillo Way, where <u>all</u> teachers implement a focused, shared set of strategies in <u>all</u> learning environments for <u>all</u> students.

Think-Pair-Share

WHY: improve retention, comprehension, confidence, language and literacy development for our students

"HOW" Criteria:

- Ask a high level question aligned to the lesson objective and provide sentence stems for talking/writing in response
- 2. Give silent think time prompt students to use anchors of support
- 3. Guide students to share their responses with designated partner or group (flexible, varied, based on data)
- 4.Assess responses by listening, randomizing and/or asking students to write their responses

Frequency-Core: Everyday, Every Lesson Electives/Athletics: weekly

Writing to Learn

WHY: support student comprehension, understanding and retention by writing to process learning

"HOW" Criteria:

- 1. Provide a prompt or question aligned to the lesson objective and provide sentence stems for writing in response
- 2. Support for student writing, such as:
 - Silent think time
 - Student Anchors of Support
 - Guidelines/formats for writing (variety)
 - o Timer
 - o Student Talk prior to writing
- 3. Plan for sharing/feedback opportunities with peers or teacher(s)

Frequency-Core: Everyday, Every Lesson Electives/Athletics: weekly

P.A.T. List

WHY: provide structure for developing independent, critical thinking and improving both retention and understanding when processing input

"HOW" Criteria:

- 1. Select a source or stimulus aligned with the lesson objective such as a text, picture, diagram, video or audio content
- 2.Provide or co-create a P.A.T. (Pay Attention To) List of driving question(s) or significant key words/phrases/ideas to focus on
- 3. Guide students to interact with the source or stimulus using the P.A.T. List, generating evidence to demonstrate its use

Frequency-Core: Everyday, Every Lesson Electives/Athletics: weekly

Our Playbook Understanding: We understand these strategies were selected to support learning for <u>OUR</u> students and we will actively engage in collaboration, planning and practice to continuously improve their implementation in <u>ALL</u> classrooms.

Examples of Real-time Monitoring Sheet

	8/21 Close: Write 3 different economic activities of each colonial region.				
Student Name	Economic Differences	Social Differences	Geographical Differences	Close-Write	

8th grade SS example

Student Name	4/22 Equations and Inequalities			ns ies	4/22 Solving Equations		
	3	6	10	15	# missed from pg	Grade	

7th grade Math example



- Silent, Think-Time
- Optional Writing Time

Reflection Questions:

- What school supports are currently provided in your district?
- What idea(s) resonate with you in order to ignite change in your district to support students?
- How will you use your learning today to ignite change in your district?

Taking Action

 Use this time to put a reminder in your digital calendar or make email a note to yourself to ignite change

Reflection Questions:

- What school supports are currently provided in your district?
- What idea(s) resonate with you in order to ignite change in your district to support students?
- How will you use your learning today to ignite change in your district?

"Will you act with a sense of urgency; as if they very lives of your students depend on your actions? Because in a very literal sense, more so than at any other time, they do."

-Richard DuFour, In Praise of American Educators







Session Survey

Please complete this survey to receive your Professional Development credit.



Thank You!

If you would like additional support with anything shared today, please don't hesitate to reach out.

Lori Davis

Chief Transformation Officer Idavis@E3Alliance.org

Alison Duran

Director of School Transformation aduran@E3Alliance.org

#e3alliance solutions.e3alliance.org









Session Feedback: