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| **Component** | **The Vision** | **Guiding Questions** |
| **Engagement Strategies for****All Students** | * 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.
 | * 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?
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| **What is in** **place in my classroom?** |  |
| **What do I** **want to work****on next?** |  |

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| **Component** | **The Vision** | **Guiding Questions** |
| **Effective** **Physical** **Spaces** | * 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.
 | * 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?
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| **What is in** **place in my classroom?** |  |
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| **Component** | **The Vision** | **Guiding Questions** |
| **Teaching Common Expectations** | * 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.
 | * 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?
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| **What is in** **place in my classroom?** |  |
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| **Component** | **The Vision** | **Guiding Questions** |
| **Rituals, Routines & Recognition** | * 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.
 | * 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?
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| **What is in** **place in my classroom?** |  |
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| **Component** | **The Vision** | **Guiding Questions** |
| **Teaching Social-Emotional Skills** | * 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.
 | * 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?
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| **What is in** **place in my classroom?** |  |
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| **Component** | **The Vision** | **Guiding Questions** |
| **Restorative Practices** | * 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).
 | * 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?
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| **What is in** **place in my classroom?** |  |
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| **Component** | **The Vision** | **Guiding Questions** |
| **Relationships with High Expectations** | * 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.
 | * 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?
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| **What is in** **place in my classroom?** |  |
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