



Component	The Vision	Guiding Questions
<p><b>Engagement Strategies for All Students</b></p>	<ul style="list-style-type: none"> <li>• Engagement strategies connect to and build on students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</li> <li>• Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Where is the locus of control over learning in the classroom?</li> <li>• What specific strategies and structures are in place to facilitate participation and meaning-making by all students? How are options for engaging in differentiated?</li> <li>• How does the teacher ensure that all students have access to participation in the work of the group? How is participation distributed?</li> <li>• In what ways are issues of status and privilege addressed in engagement strategies?</li> </ul>
<p><b>What is in place in my classroom?</b></p>		
<p><b>What do I want to work on next?</b></p>		



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<p><b>Effective Physical Spaces</b></p>	<ul style="list-style-type: none"> <li>• The physical arrangement of the room is welcoming and conducive to positive peer interactions and student learning.</li> <li>• School staff works proactively to eliminate barriers to access (using a lens of universal design).</li> <li>• Physical spaces help students maintain social-emotional and sensory regulation.</li> <li>• When students walk into the classroom, they want to stay.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the physical arrangement of the classroom welcome students and promote positive peer interactions?</li> <li>• How do elements of universal design contribute to access for all students?</li> <li>• How do students use physical space to maintain social-emotional and sensory regulation?</li> <li>• How is student voice evident in the physical arrangement of the classroom?</li> <li>• How do materials and resources reflect diverse cultures and experiences?</li> </ul>
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<p><b>Teaching Common Expectations</b></p>	<ul style="list-style-type: none"> <li>• Teachers have prepared in advance to identify schoolwide and classroom expectations for all students.</li> <li>• Students know common expectations through models/examples of positive classroom behavior.</li> <li>• Common expectations are taught at the beginning of the year and reviewed throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the schoolwide processes for collaboratively identifying common classroom expectations – including student voice?</li> <li>• How are students introduced to high quality examples of expected classroom behavior?</li> <li>• How often and in what context do teachers review common expectations throughout the year?</li> </ul>
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<p><b>Rituals, Routines &amp; Recognition</b></p>	<ul style="list-style-type: none"> <li>• Routines and rituals are established to communicate school/classroom values of community, inclusivity and equity.</li> <li>• Routines and rituals contribute to a stable, predictable classroom environment.</li> <li>• Students are recognized for positive contributions to the school/classroom community.</li> </ul>	<ul style="list-style-type: none"> <li>• How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?</li> <li>• How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?</li> <li>• What structures and systems are in place to recognize students for positive contributions to the school/classroom community?</li> <li>• How do rituals, routines and recognition (in the classroom and schoolwide) provide opportunities for student leadership and voice?</li> </ul>
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<p><b>Teaching Social-Emotional Skills</b></p>	<ul style="list-style-type: none"> <li>• Teachers identify specific social-emotional skills to teach and have appropriate resources for instruction.</li> <li>• Social-emotional skills (including self-awareness, self-management, and social/relational awareness) are taught in explicit and implicit ways.</li> <li>• Students have opportunities to generalize skills across settings and with different peer groups.</li> <li>• Students recognize their social-emotional strengths and areas for additional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• How do the teacher and other school staff partner to provide instruction in social-emotional skills?</li> <li>• How does the teacher create opportunities to practice specific social-emotional skills within the context of classroom tasks?</li> <li>• 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?</li> </ul>
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<p><b>Restorative Practices</b></p>	<ul style="list-style-type: none"> <li>• A pro-active culture of community-building allows restorative practices to be a natural extension of the classroom culture.</li> <li>• Responses to inappropriate or disruptive behavior emphasize acknowledging responsibility, repairing harm and restoring relationships rather than emphasizing consequences.</li> <li>• Schools use structures and strategies that promote restorative dialogue and build empathy (e.g. peacemaking circles, mediation, conferencing).</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• What structures are in place to help students identify the harm they have done to the school/class community?</li> <li>• What structures are in place to provide opportunities for repairing harm and restoring relationships?</li> <li>• How do students learn the skills to engage in restorative dialogue?</li> </ul>
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<p><b>Relationships with High Expectations</b></p>	<ul style="list-style-type: none"> <li>• Teacher is a “warm demander,” holding high standards while offering emotional and instructional scaffolds to help each student, every student access classroom curriculum.</li> <li>• Teacher uses culturally responsive teaching practices.</li> <li>• Teacher shows respect and personal regard for each student, every student.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the teacher create opportunities for productive struggle?</li> <li>• How does the teacher communicate high expectations for all students while providing emotional and academic support?</li> <li>• In what verbal and non-verbal ways does the teacher express warmth?</li> <li>• How do students respond to feedback and challenge?</li> <li>• How are students becoming more independent in their learning?</li> <li>• What structures in the environment and personal invitations from teachers engage each student, every student, in rigorous study, coursework, co-curricular activities, etc?</li> </ul>
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