



### Guiding Principles from *The 7 Components of Inclusive & Equitable Learning Communities*

- 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.

### Communication (with Students & Families)

- Email parents at the start of school with an introduction about yourself – ask parents to reply with a cool fact about their child
- Contact parents of new students when they join your class mid-year
- Call students the day before school starts to say how much teacher is looking forward to seeing them. Helps relieve anxiety and gets students looking forward to school.
- Call two students per week (on the phone) to give them a compliment that they can then pass along to their parents/families
- Email when students are absent: “We miss you in class, feel well soon,” etc.
- First 5-10 minutes of staff meeting, department meeting, or grade-level team meeting, teachers write postcards to students – Keep a list to make sure every student receives a postcard at some point during the year
- Positive parent communication on a regular basis
  - Tell parents about positive things the student has been doing in class
  - Invite parents to come to school events
  - Respond to parent requests in a timely manner
  - Listen to parents: Knowing what the student is experiencing at home can help us know how to support the student at school
- Try to use student’s preferred communication style (ex. AAC device, ASL)
- Class contact list: ask parents if they want to be included - allows classmates to contact each other and build relationships outside of school
- Class newsletters with pictures (be sure students are not on the no-picture list)
- Make sure every parent is on your group email lists – Add new students to the list when they arrive mid-year

### Consistency

- Return classwork with meaningful feedback in a reasonable amount of time
- Follow through with promises and conversations (e.g. read a book or watch a show that a student recommend if you say you will)
- Set up routines for student interactions
- Keep a record of which students you have interacted with

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This list was generated by West Linn-Wilsonville teachers during the Inclusive & Equitable Classrooms workshop on January 16, 2018



### Show Interest in Students and What They Are Interested In

- Greet students by name – Learn all of the students’ names (even for primary specialists or secondary teachers who have 150+ students)
- Learn to pronounce students’ names as they want them pronounced – especially if it is a culturally unfamiliar name (builds relationship and models a culturally inclusive classroom)
  - Learn greeting words and phrases in student’s native language
- Ask about family – siblings – heritage/culture – pets
  - Learn siblings’ names
  - Learn pets’ names
  - Students bring in family photographs to share and display in the classroom
- Learn about what they are interested in
  - “About me” or “Who I Am” sheet - ask students about things they are interested in
  - Consider doing a little research so you can talk to the student about their topic of interest
  - Make a list of students and write down something you know about each one. Check in with those you haven’t connected with recently.
  - Weekly student reflection with teacher feedback on their reflections. (Can also share with parents - be sensitive to student confidentiality too)
- Notice which other classmates a student socializes with
- Give kids time to share their stories – the whole thing
  - Start interactions with a question, such as “what happened?”
  - Follow-up with genuine questions about events they experienced
  - Listen and comment on previous things a child shared
  - Suspend judgement when talking with at student - just listen without arguing or correcting
- Invite students to showcase their outside interests
- Compliment student in front of other adults (if culturally appropriate)
- Attend school performances, athletic events, etc. and talk with students them about it later
- Know about students’ outside interests and structure classroom activities or assignments to connect to those outside interests
  - Students draw and share visual of things they are interested in. Have it on the desk so it is a daily reminder of student interests and helps to get to know names.
  - Add student names to story problems, make the stories real to the kids
  - “Me Bag” – 5 things that are important to student
  - “Star Student” – student of the week – each student is selected throughout the year



### Classroom Structures/Routines that Promote Positive Relationships

- Connect with each child daily
  - “Two Minute Challenge” – make a commitment to spend 2 minutes a day with each student over the course of a 2 week period.
  - Half way through the day or period, take a visual tour around the room and see if you have connected with each student.
- Greet students by name as they enter classroom
  - handshake, fist bump, high five, side-hug, smile, brief conversation
- Celebrate student birthdays with a special treat or special activity/privilege (be aware of families that do not celebrate birthdays)
- Think aloud using self-talk to model social thinking
- Make time to build community
  - Circle time; go around and say how students are doing; highlight from the weekend
  - Restorative Circles
  - Make connections by sharing (age-appropriate) personal stories
  - Icebreakers or community building activities
- Personal connections/acknowledgment
  - Encouraging notes on post-its or school notecards – Write 5 every day and put on student desks
  - Notice and celebrate positive choices and behavior
  - Recognize and celebrate students on the process of their work - not just the finished product (promoting a Growth Mindset)
- Work towards a class celebration (ie. pizza party, choice time, class game, extra recess, etc.)
  - adding class points, filling a marble jar to highlight expected behavior
- Use literacy to get to know each child
  - Teacher models personal narrative or weekend news by writing about their own life experiences
  - Find books that reflect the diversity of students in your class
  - Weekend News
  - Writing celebration - kids share and get compliments
  - Create a class book – page for each student (for getting to know one another)
- Student interest bulletin board – celebrating student interests beyond the classroom
- Promote Kindness
  - Connections after recess--did you see kindness? How did you help? Who did you invite to join your game?
  - Students have opportunity to compliment and recognize acts of kindness
- Promote student-student relationships
  - Change seats regularly
  - Provide structures for students to get to know their table partners
  - Intentional partnering for students who may need a little more help with social interactions
  - Provide clear roles/structures for how to work in partners or groups

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## Strategies/Techniques for Building Teacher-Student Relationships

### Be Present

- Use student work time to connect with individual students
- Show active listening with eye contact, wait time and repeating their words. Let them know you are hearing them.
- Use positive body language (proximity, eye contact, etc.)
- Get eye-to-eye on their level
- Make sure students know when you are available before/after school
- Be visible in the hall during passing time
- Be visible at schoolwide events (during and after school)
- Consider eating lunch with students in your room or in the cafeteria
- Join a game with students at lunch or recess (ping pong, foosball, kickball, 4 square, basketball)

### Teacher Actions/Dispositions that Impact Classroom Culture

- Positive Presumption
  - Assume that all students want to do well
  - Assume that all students can meet high expectations with appropriate support
  - Show grace and understanding when students don't initially meet our expectations
- Express gratitude to students
- Sing a class song
- Tell a joke - Use (appropriate) humor in the classroom
- If you make a mistake, we say "you're still cool!"
- When two students have the same answer, we say "great minds think alike"
- Avoid being behind teacher desk when students are in the room
- Be generous with resources (if a student needs paper, pencil, etc.)
- Smile, Laugh, Have Fun

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