

Somers Educational Equity Advisory Team

Professional Learning Committee Session #3

3.30.2023

Subcommittee Four: Professional Learning

The purpose of this committee is to offer feedback on professional development designed to enhance the knowledge and skills of our faculty, staff, students, and families to better meet the needs of our learning community. The committee will receive training in restorative practices for educators and will help us determine if/when/and how we can roll these practices out to the district at large.

Appreciative Inquiry

People collectively have unique gifts, skills and contributions: through inquiry and dialogue we articulate a future leveraging existing strengths within our school



Reflecting

The best of what is and what makes it that way. *Intentionally highlight the strengths of our district*



Connecting

Connect to best practice research



Deciding

What could be the ideal vision for the future?
Through communication and dialogue, create a sense of what is possible.



Doing

Design a plan to realize the vision based on best practices and create a roadmap to the possibility. What relationships best support the dream? What are our commitments to the next steps for our district community?



2022-2023 Collective Agreements



How do we want to feel when we come together?

Heard
Respected
Energized
Optimistic
Validated
Secure
Safe
Challenged
Understood
Helpful
Engaged
Curious
Accepted
Proud
Productive
Open-Minded



What actions will we take to ensure we feel that way?

Make it about our kids
Ask questions
Be prepared
Listen to hear not to respond
Be self-aware and other aware
Be guided by facts
Know it's ok to disagree
Practice empathy
Listen to understand, not to respond
Be supportive and affirming
Keep confidentiality
Be willing to change perspectives and understand other points of view
Be accountable for our actions, words and behaviors
Challenge ideas, not people
Show kindness by being firm on issues and soft on people



How will we react when someone makes us feel other than the way we want to?

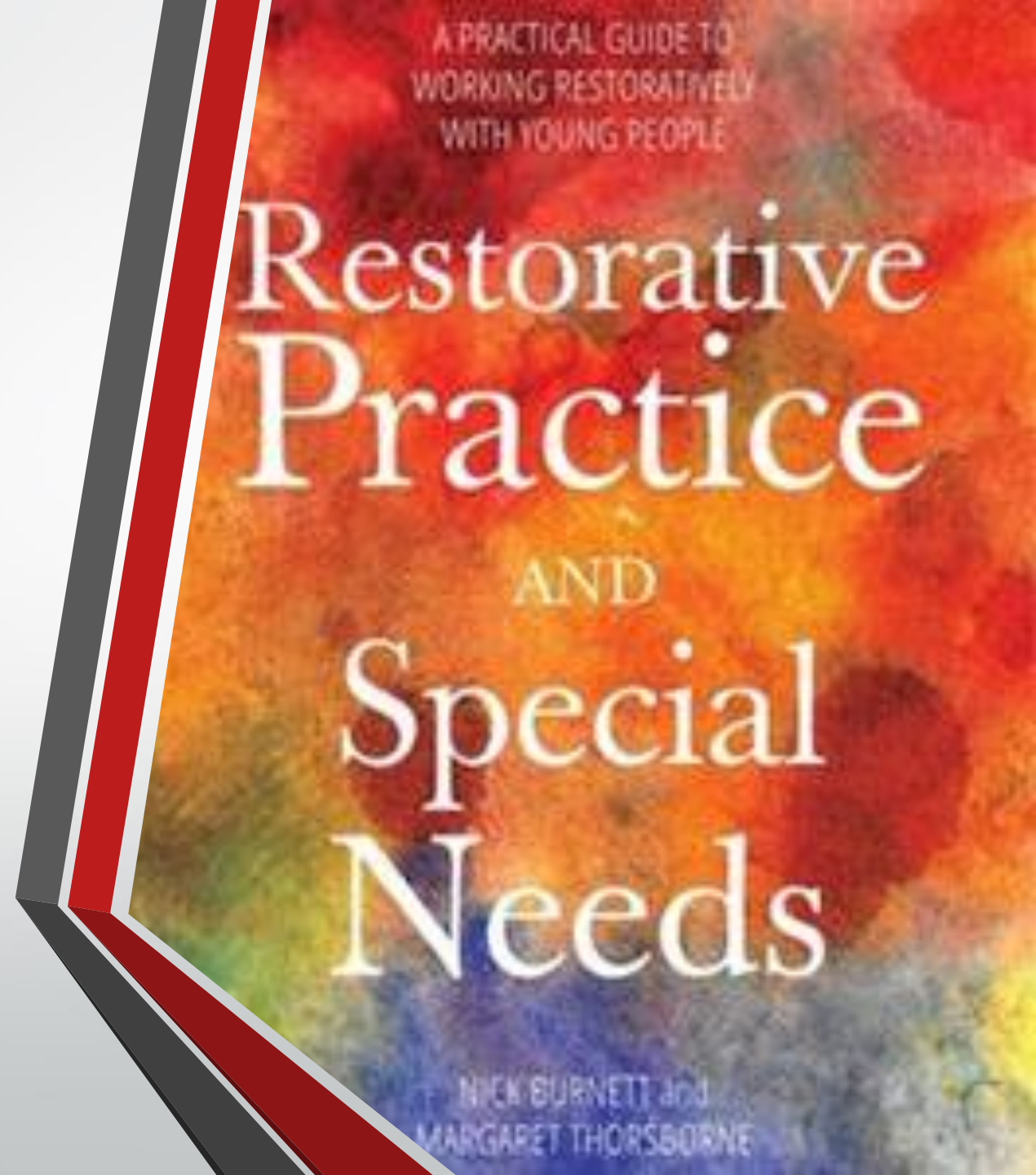
Pause and take a breath
Remember this is for and about the kids
Know what your purpose is for speaking
Model the tone and respect you want to feel
Speak in "I feel..." statements
Model the change not only with words but also actions
Ask for clarity and support
Ask clarifying questions
Reflect back to the other person "I'm hearing you say..." and "I feel..."
Pause, take a breath before reacting
Gather more information and ask for the story behind the emotion
Go back to a point of agreement
Address it—that's not our norm
Don't leave without sharing your thinking

Warm up

Tell us a story of conflict resolution in your own life. What went well? What do you wish went differently? What did you learn from the experience?

Book Club

*13 members so
far - Begins
Monday April 17
at 4:00pm*



Ensure Educational Equity

- remove barriers that hinder student learning
- guarantee that every student has access to the educational resources and rigor they need throughout their education

Increase Achievement in Literacy and Mathematics

- strengthen Tier 1 core instruction
- provide targeted interventions to address identified gaps
- focus on teaching the student vs. the curriculum

Infuse Collaborative Inquiry into Team Meetings

- identify learning gaps, causes and generate solutions
- implement, monitor and achieve results
- promote a collective responsibility for student learning

Provide Professional Learning Opportunities That Align Across the Schools/District

- build data fluency
- build knowledge around assessments, data-based problem-solving, multi-tiered instruction and interventions

Build Partnerships with Students' Families

- build infrastructure to communicate and work with families
- actively engage families in problem-solving when their children need additional support

Support our ELL Population

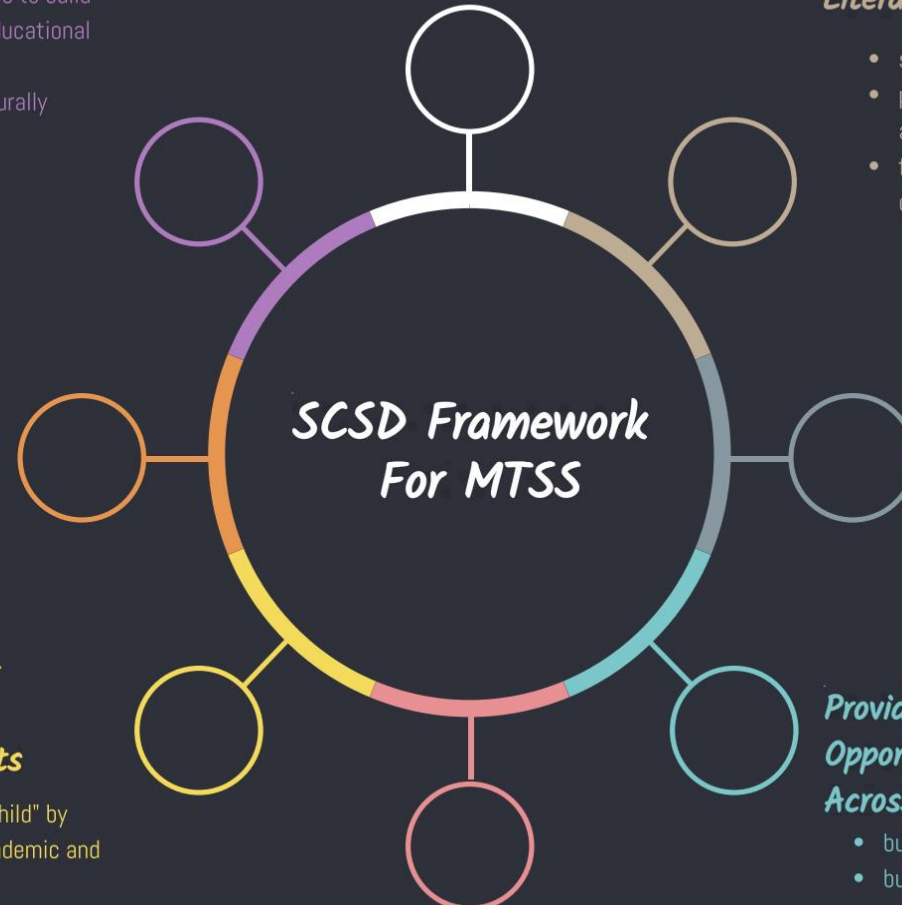
- provide training and resources to build staff capacity to optimize educational outcomes For ELLS
- provide research-based, culturally responsive instruction and intervention for ELLs

Proactively Support Students

- implement tiered levels of supports with increasing intensity of interventions
- provide multiple opportunities to address learning gaps within the classroom.

Promote Positive Social-Emotional & Behavioral Outcomes in All Students

- continue to focus on "the whole child" by layering in SEL data alongside academic and behavior data.
- embed universal SEL-specific supports into Tier 1 instruction.
- use of small group/individual instruction or restorative practices for more targeted interventions.



**SCSD Framework
For MTSS**

Restorative Practice



Community Building

100% student population

1

Restorative Processes

2

3

15%

5%

Supported Re-Entry

***Building Relationships:
All students and staff***

***Restorative
Conversations
Response to
minor conflict***

***Restorative
Conferences
Response to
major conflict***

Affective
Statements/Questions
Community Building Circles

Brief Restorative
Interventions

Classroom
Reentry Circles

Norm Setting/ Academic
Circles

Problem Solving
Circle

Restorative Pre-
Conference,
Conference and
Agreement

Three Levels of Practice

Tier One: Building Relationships



Tier One: Building Relationships



Planning Considerations



I LIKE



I WONDER



I WORRY

Tier Two: Restorative Conversation



Planning Considerations



I LIKE



I WONDER



I WORRY

Tier Three: Restorative Conference Phase One



Tier Three: Restorative Conference Phase Two



Planning Considerations




I LIKE



I WONDER



I WORRY

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Thank Yous &
Exit Ticket