

# Somers Educational Equity Advisory Team

Professional Learning Committee Session #2

2.16.2023

# 2022-2023 Mission, Vision, & purpose

## MISSION

- The SCSD Educational Equity Advisory Team provides the opportunity for stakeholder voices to be included in the district's pursuit of ensuring a positive educational experience and environment for all students.

## VISION

- SEEAT will provide input for ensuring an equitable and inclusive learning environment through:
  - Amplifying the stories of the SCSD community that exemplify our successes and challenges with creating equitable learning environments.
  - Reviewing organizational structures to reflect our definition of educational equity.
  - Providing feedback on student learning experiences to ensure that we welcome and affirm all students.
  - Providing feedback on professional learning development designed to enhance the knowledge and skills of our faculty, staff, students and families to better meet the needs of our diverse learning community.

## COMMITMENTS

- In the service of DEI we will build trust and transparency
- In the service of DEI we will increase partnership across the schools and wider community
- In the service of DEI we will model student-centered thinking
- In the service of DEI we will elevation the voices of our children

## 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

The background of the slide is a dark, monochromatic image of a large crowd of people, seen from a high angle. The individuals are represented as simplified, rounded shapes, creating a sense of a dense gathering. The lighting is soft, highlighting the tops of heads and shoulders, which adds depth to the scene.

# Warm up

We all have multiple cultural communities and traditions that matter to us. Share a tradition that represents you and your family.

### *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*

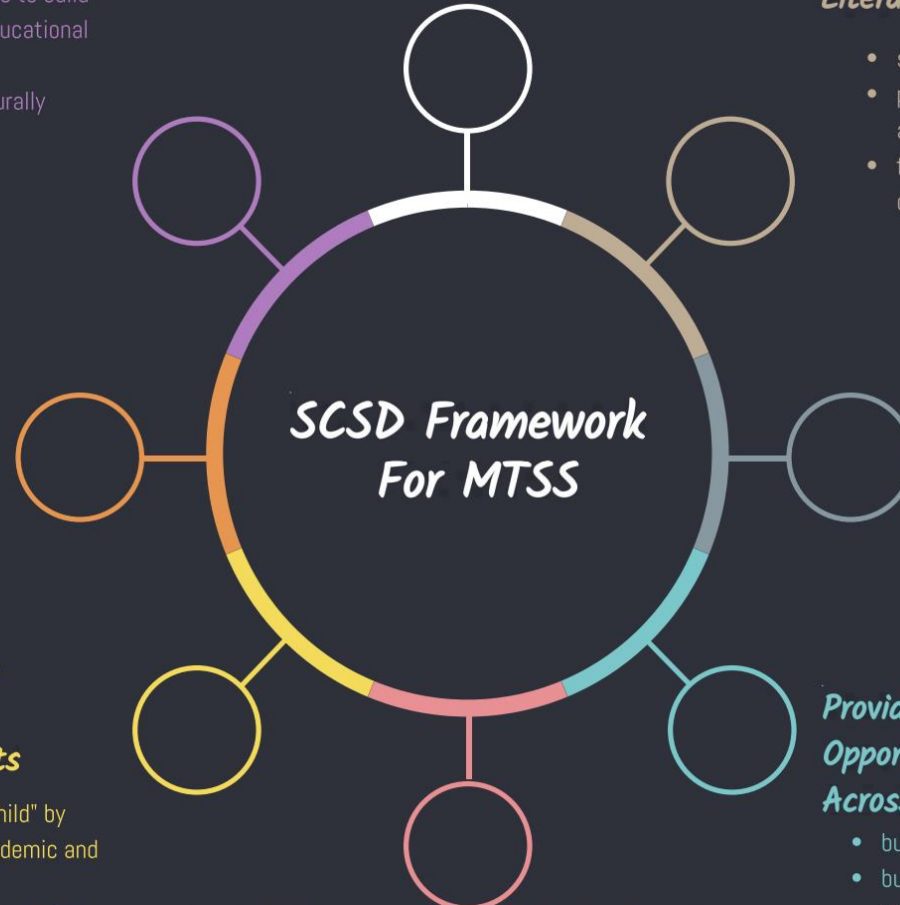
- provide training and resources to build staff capacity to optimize educational outcomes For ELLS
- provide research-based, culturally responsive instruction and intervention for ELLs

### *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.



# Restorative Practice

---

Centers student voice

---

Separates the deed from the doer

---

Suspends judgement and offers support

---

Ensures each incident, conflict, or wrongdoing is an opportunity for learning

---

Moves past the shame of wrongdoing and creates an opportunity to make things right

---

Considers violation of relationships over the violation of rules

---

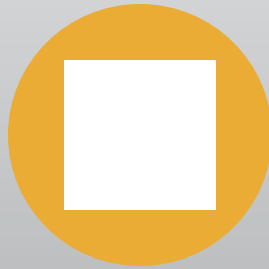
Allows students to understand the impact of their behavior



# Restorative Practices Teach



*HEALTHY RELATIONSHIP  
BUILDING*



*AN ABILITY TO SUSPEND  
CERTAINTY*



*CURIOSITY*



*VOICE AND AGENCY*

*Community Building*

*100% student population*

1

*Restorative Processes*

2

3

15%

5%

**Supported Re-Entry**

# *The Language of Restorative Practices*

A hand is holding a white, rectangular picture frame in the foreground. The frame is positioned to capture a view of a coastal landscape. The background shows a grassy cliffside on the left, a sandy beach, and the ocean with waves breaking on the shore under a cloudy sky. The text 'Reframing Language' is overlaid on the frame.

*Reframing  
Language*



# Affective Statements

These “I” statements tell the listener, **how** the person feels and **why** it makes them feel that way.

Reinforce **positive** actions and explain feelings without assigning **blame** or **shame**.

These **restorative statements** reinforce positive school wide norms of being safe, responsible and respectful.

# Examples of Affective Statements

## Traditional Statements

Stop running down the hall!

You are disrupting everyone around you!

Don't talk to me that way!

## Affective Statements

I am worried that someone might get hurt if you don't slow down.

I would like to see you focus on your work so that you are not distracting yourself and your classmates

It upsets me when you talk that way because...

# Affective Questions



Go a step further and ask question which address any wrongdoing.

**Who** was affected by what happened?

**How** were they affected by what happened?

Elicit expressions of **attitude, values, or feelings** of the student.

*"How do you feel about that?" "Is that important to you?"*

# Examples of Affective Questions



*Who has been affected by what happened?*

*How did this impact others in our room?*

*What can we do to make things right?*

# Reframing Language



Use a gentle, non-condescending way to create a different way of looking at a situation.



# Examples of Reframing Language



## Negative Thought

*He never wants to play with me.*

# Examples of Reframing Language



## Negative Thought

*I can't trust what she says, she lies to me!*

# Examples of Reframing Language



## Negative Thought

He never wants to play with me.

## Positive Thought

*He likes to play by himself.*

# Examples of Reframing Language



## Negative Thought

*I can't trust what she says, she lies to me!*

## Positive Thought

*If you could trust what she says, it would improve your relationship.*

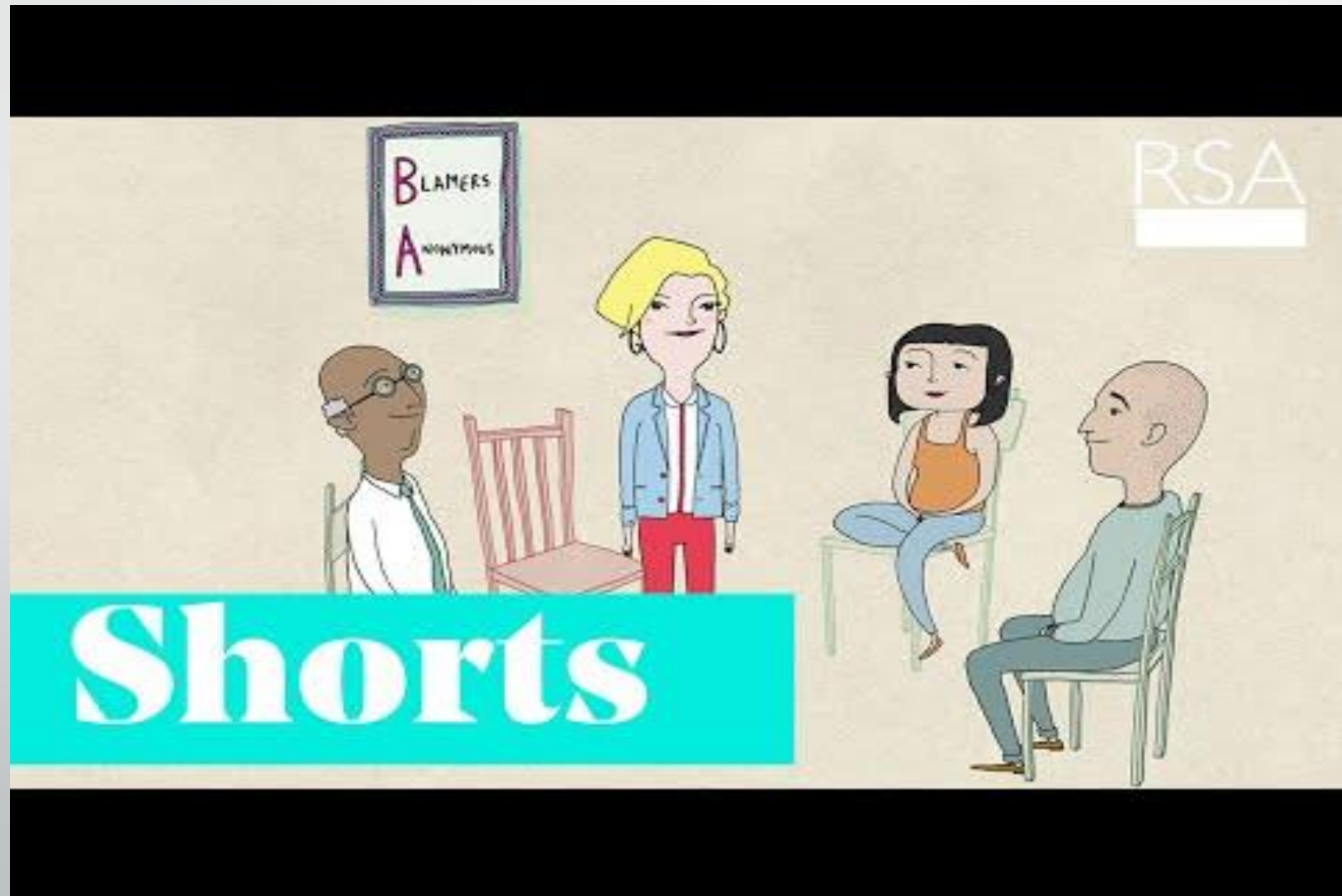
## Relational Approach to Community

*Let's tell some stories and  
practice some positive  
reframing! Use "I statements"*

*Step One: Affective Questions*

*Step Two: Reframing Language*

# From Judgement & Blaming to Understanding and Engagement



With RP, all  
staff use  
restorative  
questions  
in lanyard



What Happened?



What were you thinking at the time?



What have you thought about since?



Who has been affected by what you have done? In what way?



What do you think you need to do to make things right?

## *RP Best Practices*

Every staff member identifies connection to at least one student (Advisory Groups)

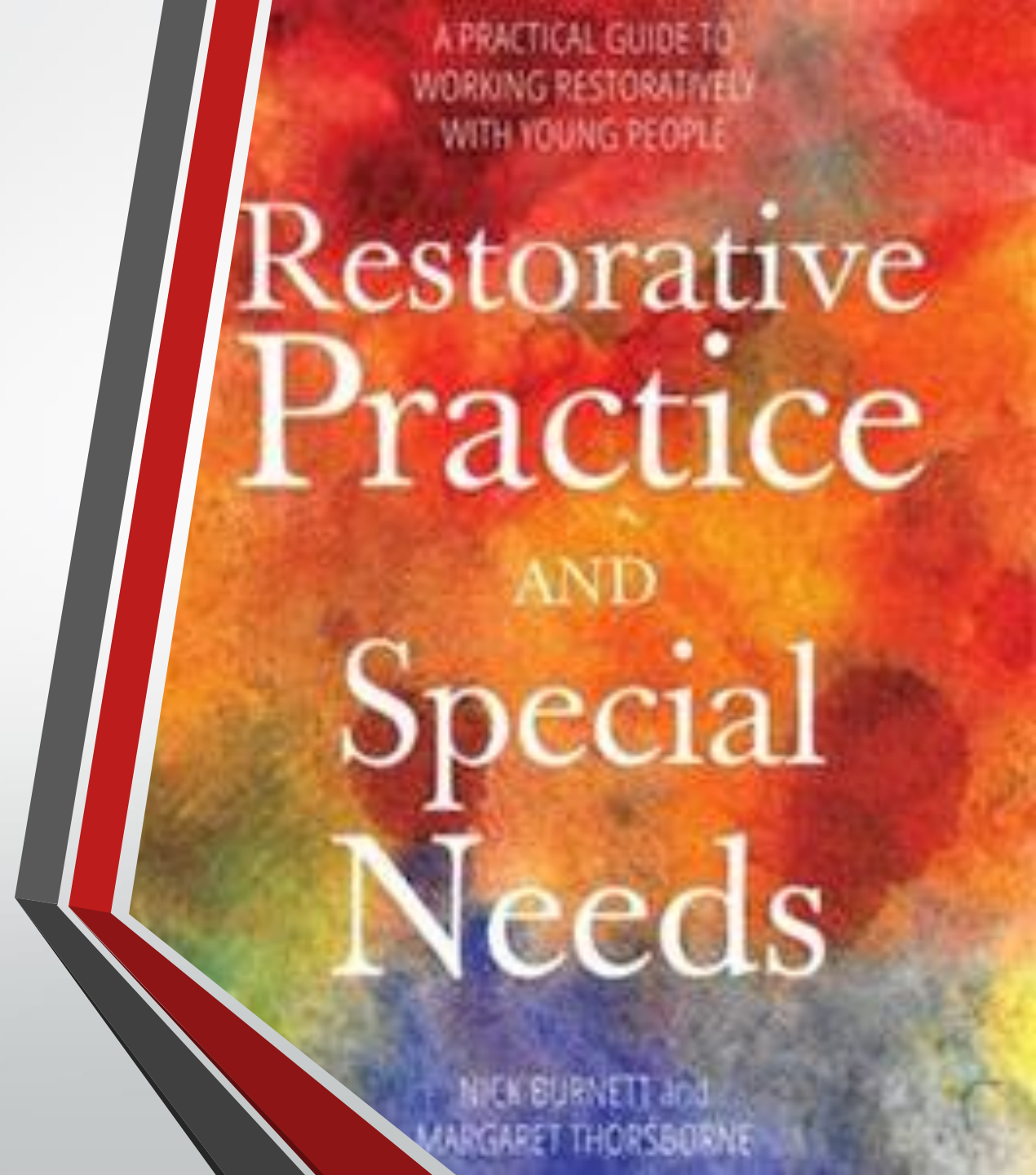
Every student identifies connection to at least one staff member


Circles are a regular part of class experience



# Book Club

- What
- Who
- When
- Where



A hand is visible in the top right corner, holding a light blue folder. A thick red ribbon graphic runs diagonally across the image, starting from the top left and extending towards the bottom right. The background is split into a dark grey upper-left section and a light grey lower-right section.

Thank You &  
Exit Ticket