What kind of a teaching and learning environment do you want to have in your school? What are the features that are important to you and your colleagues, personally and professionally? What features do you think your school should focus its efforts on, and why?

DIRECTIONS: Distribute a set of cards to each person.

1. (10 minutes) **What features are important to you?**
   a. Choose the three cards that are most important to you.
   b. Label a post-it with that the feature, write a sentence or two explaining why it is important to you, and stick it on the back of the card.
      • Example 1: “_____ is important to me because ...”
      • Example 2: “This is important for kids because ...”

2. (15 minutes) **What features are important to your colleagues?**
   a. In trios, each person shares the features that were most important to them, personally, and explains why.
   b. After the discussion, transfer the group’s post-its to the poster, “Writing on the Wall”

3. (15 minutes) **What’s important to you, collectively, as a school and professional community?**
   a. As a whole group, look at your poster of post-its, what do you notice? Discuss:

   | What are the features that appear to stand out as important? | What are you doing well in these features, what can you build upon? |
   | What are you not doing well, and need to improve? | What help and support do you need? |

4. (20 minutes) **What is the writing on the wall?** Whole group gives a share-out, based on discussion of the questions below, with all team members first introducing themselves (name, subject and/or title).
<table>
<thead>
<tr>
<th>TEN FEATURES</th>
<th>HOW THIS TRANSLATES TO PRACTICE, STRUCTURE, CULTURE</th>
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| **1. Personalization** | • Meaningful, supportive, caring relationships between teachers and students  
• Planning time and school structures enable teachers to know students well.  
• Students are encouraged to work in teams, groups, clusters  
• Schedules, activities and curriculum encourage positive relationships |
| **2. Continuous Relationships** | • Extended time (over multiple years) for teachers to work with students  
• Teachers talk together about students, share information about progress and challenges.  
• Connections in school and out of school with families  
• Structures and practices that involve and engage parents |
| **3. High Standards and Performance-Based Assessment** | • Common academic expectations, habits, and skills demanded of students across classes  
• School-developed standards for what students should know and be able to do  
• Exhibitions of student work as indicators of student progress towards school standards  
• Project-based learning, and performance-based assessment aligned to standards |
| **4. Authentic Curriculum** | • Intellectually challenging work to prepare students for college & workplace  
• Curriculum linked to students’ own lives and interests  
• Project-based learning  
• Emphasis on students’ demonstration of learning.  
• Preparation for life, career, and college |
| **5. Adaptive Pedagogy** | • Student-centered learning  
• Multiple instructional strategies  
• Support for students in developing skills needed to engage the curriculum (scaffolding)  
• Extra support for students through increased learning opportunities outside of class  
• Active approach to teaching – demonstrating, modeling and explaining |
| **6. Multicultural and Anti-Racist Teaching** | • Culturally responsive pedagogy  
• Curriculum and instruction values and reflects the community  
• Students’ families and cultural diversity is valued  
• Support and scaffolding for students with language and special needs. |
| **7. Knowledgeable and Skilled Teachers** | • Teachers are professionals, leaders  
• Teachers are knowledgeable in their content area  
• Teachers are responsive to the needs of diverse learners  
• Teachers design curriculum and assessments. |
| **8. Collaboration Planning and Professional Development** | • Teachers work together around shared students  
• Teachers design and lead professional development  
• Teachers meet and plan together across departments, grades  
• Teachers discuss practice and plan curriculum. |
| **9. Family and Community Connections** | • Family-school partnerships  
• Community is viewed as a resource  
• Parent awareness and involvement in school.  
• Teachers communicate regularly with students’ parents |
| **10. Democratic Decision-making** | • Shared norms and values across the school  
• Teachers feel ownership over decisions  
• Teachers are empowered to shape direction of school  
• Decision-making structures provide teachers, students, parents voice  
• Student and parent participate in governance |

**Personalization**

- Meaningful, supportive, caring relationships between teachers and students
- School schedules and structures enable teachers to know students well.
- Students are encouraged to work in teams, groups, clusters
- Schedules, activities and curriculum encourage positive relationships

**High Standards and Performance-Based Assessment**

- Common academic expectations, habits, and skills across all classes
- Clearly communicated standards for what ALL students should know and be able to do
- Student have multiple opportunities and support to demonstrate learning and show progress and growth
- Project-based learning, and performance-based assessment aligned to standards

**Continuous Relationships**

- Extended time (over multiple years) for teachers to work with students
- Teachers talk together about students, share information about student progress and challenges.
- Structures and practices help make school and teachers accessible to parents

**Authentic Curriculum**

- Intellectually challenging work to prepare students for college & workplace
- Curriculum linked to students’ own lives and interests
- Project-based learning
- Emphasis on students’ demonstration of learning.
- Preparation for life, career, and college
### Adaptive Pedagogy
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