nwea Professional Learning

WORKBOOK

Nurturing Collaborative Learning Spaces

Part 1 of 3

Nurturing Collaborative Learning Spaces

Part 1 of 3

Involve students in fostering a learning community where trust and respect are paramount. This offering provides essential time and space to practice the skills that are foundational to learner success, well-being, and self-efficacy.

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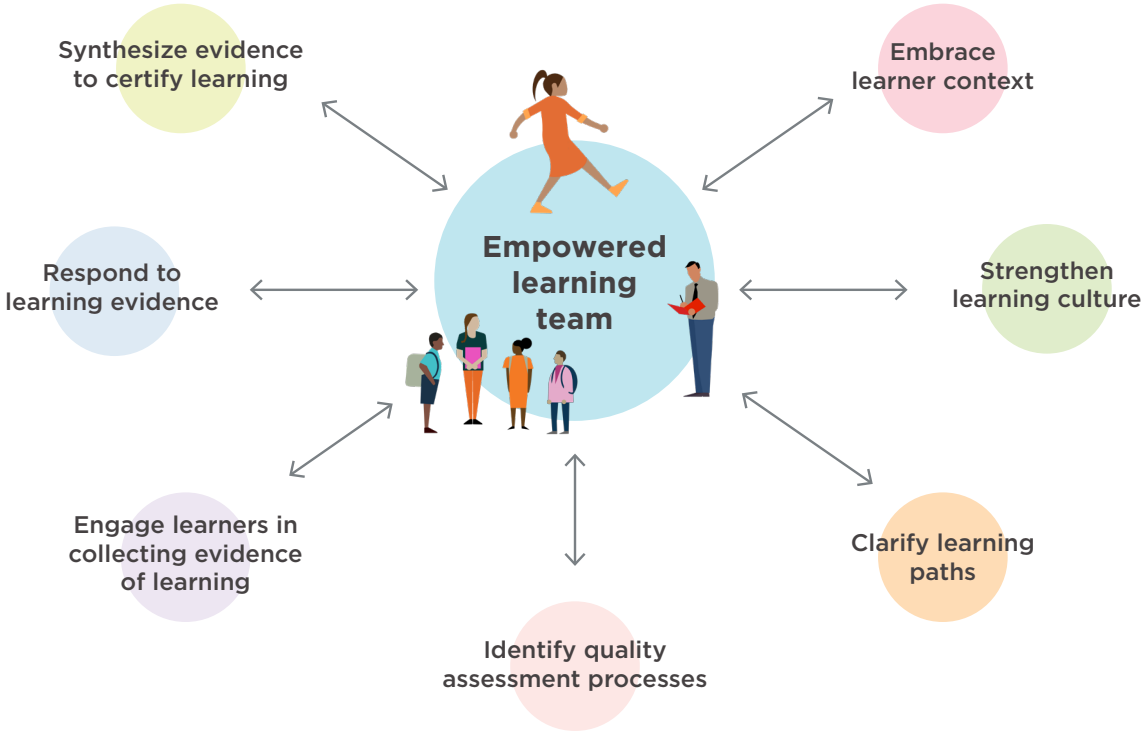
The responsive learning cycle



Active processing space[1]

From learner manager to learner empowerer

Learner manager mindset

Applied *to* learners

Interferes with learning and can contribute to disparity and trauma

Learner empowerer mindset

Applied *with* learners

Fuels learning and can alleviate the effects of disparity and trauma

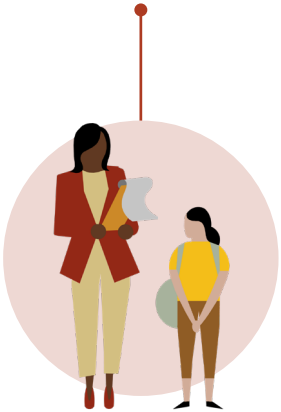
Active processing space

Equitable and excellent education

We believe equitable and excellent education is:

Using an asset-based mindset

Holding high expectations



Offering rigorous instruction for all

Creating a welcoming, inclusive, and affirming environment

Building relationships and community

Active processing space

Our learning goals and growth path

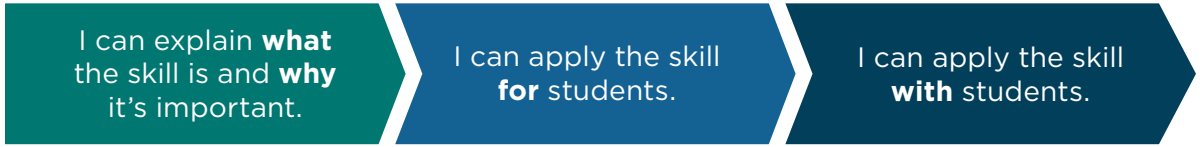
We'll work together to grow in our learning goals. The large learning goal is the professional standard that this offering focuses on—*InTASC* Standard 3.[2] The smaller learning goals on page 7 are the skills that build up to the large goal.

Large learning goal: The professional standard

The educator works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Growth path

We're continuously working on our smaller learning goals (the skills listed on the next page) so that we can successfully apply them *with* our learners. We'll use the following growth path with each learning goal for check-in, action planning, reflection, and celebration.



**InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*

Smaller learning goals (skills) check-in

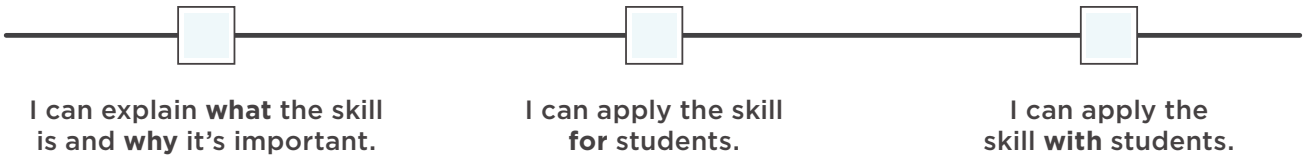
This check-in is an opportunity to use the information in Part 1 to grow your skills and personalize your professional learning journey.

At the beginning of Part 1

Which smaller learning goal do you want to focus on? Select one:

- ☐ Be a responsive and supportive listener, recognizing students' cultural backgrounds and differing perspectives as assets and resources in the learning environment.
- ☐ Articulate explicit expectations for a safe, positive learning environment, including norms for behavior such as showing respect for others and assuming responsibility for preparing and completing work. Develop purposeful routines that support these norms.
- ☐ Guide the development of collaborative learning norms related to respectful interaction, full engagement in discussions, and individual responsibility.

What's your current level of understanding or ability for the goal you selected?



During Part 1

Capture any thoughts, questions, or reflections related to the goal you selected on page 7.

At the end of Part 1

Think about your goal and our progress in Part 1. What have you learned? What do you feel more prepared to do *with* students?

Quote response

Directions

1. Select one of the three quotes—whichever one inspires or challenges your thinking about the connections between learning environments, relationships, and assessment.
2. Respond to the quote in the way that's most meaningful for you. Response ideas:
   - What's something that stood out to you?
   - What's something that you're now wondering about?
   - In what ways was your thinking challenged or shifted?
   - What was a benefit or challenge of doing this exercise?

Our ultimate goal is to position dependent learners so that they will take the intellectual risk and stretch into their zone of proximal development (ZPD). Building trust is designed to help dependent learners avoid the stress and anxiety that comes with feeling lost and unsupported at school."
—Zaretta Hammond[3]

"The word 'assessment' is derived from the Latin *ad sedere*, meaning 'to sit down beside.'"
—Council of Chief State School Officers (CCSSO)[4]

"Emotions drive attention which drives learning, memory, and just about everything else."
—Robert Sylwester[5]

Active processing space

The practices of nurturing collaborative learning spaces

1. Individually reflect on the following prompts and record your notes:
   - What does it mean to "embrace learner context"? What does it mean to "strengthen learning culture"?
   - How does embracing learner context and strengthening culture contribute to collaborative learning spaces?
   - How do these actions support the overall success of students (not just their academic success)?
   - How can these practices help minimize behaviors such as acting out, work avoidance, disruptions, and absences?
2. Share your thoughts with others and add their feedback to your notes. As needed, refer to the terms *learner context* and *learning culture* in the glossary, starting on page 34, to add to your notes or clarify your thinking.

Active processing space

Using scenarios to further explore our *why*

The scenarios on the following pages depict positive examples of educators collaborating with their learners to plan and apply the practices of embracing learner context and strengthening learning culture. These examples demonstrate how the practices benefit both the students and the educators.

Directions

1. Choose one scenario to read on pages 12–19.
2. Use the active processing space with each scenario to answer the following prompts:
    - How does the educator in the scenario nurture collaborative learning spaces using the practices of embracing learning context and strengthening learning culture?
    - How can the actions of nurturing collaborative learning spaces help minimize behaviors such as reluctance, disruption, and absence?
    - How can the actions of nurturing collaborative learning spaces fuel success with other responsive learning cycle practices, such as engaging learners with gathering and using evidence to make impactful moves?
    - How do you already apply the responsive practices of embracing learner context and strengthening learning culture?
    - List at least one idea you're willing to try. This idea could come from the scenario or from other inspiration.
3. Refer to the glossary, starting on page 34, if you encounter unfamiliar terms.

Scenario 1: 11th-grade ELA teacher

Ms. McKenzie, an 11th-grade ELA teacher, has reviewed her students' demographic information in the school's data management system. But she needs more context to understand her students fully.

Throughout the school year she intentionally applies the practices of embracing learner context and strengthening learning culture. She uses these practices with students to nurture collaborative learning spaces and inform responsive teaching and learning moves.

Ms. McKenzie will soon begin a unit to practice and apply the following large learning goal: reading complex texts to analyze the author's choices. Before starting the unit, she prompts students to share information about their context, such as interests, strengths, funds of knowledge, identities, and needs.

Inspired by a book she read*, Ms. McKenzie gives students the sentence starter "I wish my teacher knew _____." She also shares examples from the book of what other students wrote that contributed to better relationships and learning experiences. Then she partners with the students to use their responses to choose formative exercises, provide scaffolding and extension options, and suggest supplemental texts that support students' success with the large learning goal.

By actively gathering and using students' responses, Ms. McKenzie establishes important foundational conditions for success with later responsive learning cycle practices such as enhancing student ability to give and receive feedback.

*Kyle Schwartz, *I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids* (Boston, MA: Da Capo Press, 2016).

Active processing space

Scenario 2: Ninth-grade science teacher[6]

At the beginning of the school year, Mr. Sadler, a ninth-grade science teacher, hands out the course syllabus and lets students choose their own seat. He greets the class from the front of the room and reads through the syllabus, which contains information about expectations, procedures, and large learning goals.

Science standards are rigorous and complex large learning goals. Examples include participating in classroom science discussion, communicating and developing explanatory models, and engaging in constructive discourse to refine conclusions.

To lay the groundwork for success with the large learning goals, Mr. Sadler works with an instructional coach. With support and practice, Mr. Sadler shifts his processes to nurture collaborative learning spaces by making these changes:

- As students enter the room, Mr. Sadler says hello because acknowledging each student is a small but meaningful gesture. After the bell rings, he gives clear directions and time for the students to greet each other, preparing them for later processes such as peer feedback.
- He develops a procedure for seating. For many students, the seemingly simple act of determining one's own seat can be socially and emotionally overwhelming, using brain power needed for responsive learning processes. He asks students to draw a card as they walk in the room and find the matching card taped to a desk.
- Instead of reading the syllabus to the students, he uses a jigsaw strategy to engage them in reviewing the syllabus in pairs or small groups. This approach gives him valuable formative information about what the students understand and need clarified; it also helps identify their strengths and needs when processing information and working with peers.
- With more support and practice with the instructional coach, Mr. Sadler partners with his students to shape sections of the syllabus. They flesh out rules and procedures with a social contract, which supports Mr. Sadler's shift from being a learner manager to a learner empowerer.

As a result of these changes, Mr. Sadler notices an overall increase in student engagement and a decrease in behaviors such as reluctance, disruption, and absence. Students are more eager and prepared to collaborate, which makes the learning journey more successful and less stressful for both Mr. Sadler and the students.

Active processing space

Scenario 3: Fifth-grade professional learning community

As the school year begins, the fifth-grade professional learning community (PLC) members want to guide their students to develop collaborative learning norms related to respectful interaction, full engagement in discussions, and individual responsibility. The members hypothesize that involving their students in this process will establish the best foundations for tackling large goals such as these:[7]

> "Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose."
>
> "Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*)."
>
> "Provide a concluding statement or section related to the opinion presented."

The PLC creates a process for **collaborating with students to form a class constitution**:[8]

1. Introduce the class constitution idea, structure, purpose, and examples.
2. After the whole class practices, prompt students to work in pairs or trios to examine the learning expectations embedded in the large goals. If helpful, students can use sentence starters that the PLC has drafted for this step. Example: *I think the _____ part of the learning goal means that we'll work on _____.*
3. Prompt students in their pairs or trios to list actions needed for successful interaction, full engagement in discussion, and individual responsibility as they work together. If helpful, students can use sentence starters that the PLC has drafted. Examples:

   Respectful interaction means _____.

   Full engagement in discussions means _____.

   Individual responsibility means _____.

4. Cue the pairs or trios to shape their initial ideas into more generalized class constitution statements. These statements describe the connection between agreed-on norms and positive interactions. If helpful, students can use sentence starters that the PLC has drafted. Example: *When we work on the learning goal involving _____ , we'll _____ so that we'll have respectful interactions. We'll try to avoid _____.*

5. Compile and organize the students' statements, then prompt students to select the constitution statements that they feel best support them to collaborate as they work on the large learning goals.

6. Ratify, share, and post the best statements. Embed statement check-ins throughout the learning journey. Revisit and adjust the statements with students as needed.

As a result of implementing this process, the PLC members notice that the students participate in learning exercises with more focus and purpose. They're able to check themselves and each other against the constitution statements, which increases their agency and decreases the need for educators to redirect and remind.

Active processing space

Scenario 4: Kindergarten teacher

Mr. Mosley, a kindergarten educator, reads the blog post **10 Ways to Create Community in Your Kindergarten Classroom** and implements the following five strategies with his learners.

Student inventory: Mr. Mosley starts using a **student inventory**[9] to gather information about each student. He sends the inventory home so that students' caregivers can work together with them to complete their answers. He then uses the information to collaborate with students and caregivers to set **student goals**[10] for the year.

At-the-door greetings: Mr. Mosley adjusts his planning time so that he can greet each student at the door. He practices different ways of expressing how happy he is to see them and establishes the tone for a great day. Eventually, Mr. Mosley prompts students to help create special morning door greetings, a process that gives him more insight into the students' identities and cultures.

Clear procedures with practice: Mr. Mosley selects three school concepts that might be unfamiliar to students, such as "line up." For these concepts, he first clarifies a procedure for himself, then shares the procedure with his students. He also asks his students to give him feedback about how the procedure could be improved, which demonstrates his willingness to acknowledge and use their ideas. Mr. Mosley and the students first practice each procedure with a game, reviewing the information as needed.

Classroom cheers: To celebrate success and reward kindness, Mr. Mosley starts using classroom cheers as a regular part of daily activities. He first models how to cheer for acts of kindness and achievement. Then he asks his students to suggest class cheer methods (the sillier the better) and the criteria for using each cheer.

Classroom jobs: Mr. Mosley identifies five common daily tasks that he can assign to students as their jobs. For example, students became Paper Passers to help distribute handouts, Electricians to turn lights on and off, and Line Leaders to be the first in line. Mr. Mosley asks his students to suggest other jobs and how to take turns doing them.

As a result of implementing these strategies, Mr. Mosley notices that students enthusiastically and respectfully engage with one another. Their anxiety about school and their unfamiliarity with school processes decrease, and their readiness to learn increases.

Active processing space

Learning centers

Select one of the learning center options on pages 20–31 to explore more strategies that nurture collaborative learning spaces.

Learning center 1: Valuing cultural backgrounds and differing perspectives

1. Think of a large learning goal that you'll use with your students (e.g., content standard).

   Example: *"Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)."*[11]

2. List the context information you know about your learners that will help inform how you support them in practicing this goal. Focus specifically on their cultural backgrounds and differing perspectives. What are the ways you know this information?

   Example: *From my Online Student Information System, classroom interactions, student work, parent contact, peer-to-peer conversations, and observation, I know the following information: There are seven students with Individual Education Plans (IEPs) who experience sensory disabilities like Autism Spectrum, emotional regulation needs, and Specific Learning Disability (SLD) in math. Three students are designated McKinney-Vento (MCV) because they experience food and home insecurity. Five students are English Language Learners. I know that several of my students grew up in Mexico City.*

   Here's one way I can use this information when we practice linear equations: In the independent and guided practice sections of the lesson, the students will practice two points of a line referencing a local mountain slope, Mt. McLoughlin in southern Oregon. However, many of the English Language Learners won't be able to connect with the reference to that mountain. Students will probably be able to calculate the slope but may struggle to make the connection to "steep" or "gentle" or other context words because they aren't familiar with the mountain. I may be able to remove learning barriers by switching the example to Pico de Orizaba, a mountain just outside Mexico City, or to other mountains that students are familiar with.

3. How can you gather more information about students' cultural backgrounds and differing perspectives that will support success with this goal? If needed, explore the ideas in the following suggested resources. Note a tool or strategy you might like to adapt or try with your students.

   - **8 Strategies to Quickly Assess Prior Knowledge** from MiddleWeb
   - **Activate Prior Knowledge** from the University of Texas at Austin, Faculty Innovation Center
   - **Cultural Responsiveness Starts With Real Caring** from Learning for Justice
   - **Gathering and Utilizing Background Information About Students** from Study.com®
   - **Learning About Your Students' Backgrounds** from Colorín Colorado®

   Example: *I'll embed prompts in our KWL chart used throughout the linear functions unit that will draw out more information about what students want to share about their cultural backgrounds and differing perspectives. For example, instead of asking about slope in general, I'll shift the question to the students' backgrounds:*

   - *K: What slopes have you been on in your life (for example, mountains, streets, roofs, stairs)?*
   - *W: Do you think they were steep or gentle? What makes you say that?*
   - *L: Thinking of those slopes, what more would you want to know about them?*

4. Review the following quote and consider how it connects to the information and exercises in this learning center. How can using information about students' cultural backgrounds and differing perspectives support learning success and even minimize behaviors such as disruptions, reluctance, and absence?

> "If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then I will not only drop my defenses and hostility, but I will sing your praises and help you to make the desert bear fruit."
>
> —Ralph Ellison in the 1963 speech "What These Children Are Like"[12]

Example: *This quote relates to what I noticed about the shift in students' reactions when I applied their cultural background information in choosing examples of mountains. I didn't need to mention "slope" right away; I could first connect students with a past memory using the "K" question, then build toward the concept of slope. Instead of skipping the questions or answering "IDK" with some defensiveness, students were inspired to connect the math exercises to mountains or other slopes that they're familiar with. All students had an access point from their background, and that defensiveness mentioned in the quote dropped, and their engagement levels rose.*

Active processing space

Learning center 2: Using learner context to make responsive moves

Educators and learners continuously collaborate to respond to learning challenges and remove learning barriers. Students may require academic, social, emotional, or other supports to be successful with a learning goal.

1. Think of a large learning goal that you'll use with your students (e.g., content standard). List what you already know about students' context, specifically their social, emotional, and academic strengths, interests, funds of knowledge, and needs.

   Example: *"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text."*[13]

   Example: *This sophomore English class has 35 students. Eleven students have either a 504 plan or Individual Education Plan (IEP) and require accommodations, and two of the 11 students require modifications. Four students failed freshman English and struggle with reading to learn, according to their previous English teacher. Seven students identify as English Language Learners (ELLs), and two additional students have just arrived in the United States, one from Guatemala and one from Syria. Three students are on a behavior contract for leaving the classroom to go to the bathroom and wandering for extended periods of time before returning to class.*

2. List how you already use learner context to successfully engage students in practice exercises that build toward the learning goal.

   Example: *Given the large learning goal and the potential for academic struggle, I use several different types of redirects. Previous units have shown that when guided and independent practice happen in the classroom, about 70–80% of the students are engaged. The unengaged 20–30% express various needs throughout the week. For instance, a few students need academic supports or one-on-one clarification. Four to five students need a reminder to return to the task, but they stay engaged. Another six need multiple redirects. Three need a firmer redirect.*

3. Describe your next steps. Where will students need support with the large learning goal? Consider the social, emotional, and academic supports students will need.

   Example: *Making inferences can be complex for students who struggle to read or are reading text in a non-native language. Students will need access to native language supports through online translation tools, text-leveling tools, and text-to-speech accommodations. For student response supports, students will need the text and lesson questions divided into chunks to process one at a time (also serving as a social or emotional support) and sentence frames for the inference process. In addition, I'll give students a modeled exemplar to find entry points. Students who need social-emotional support can use a bathroom pass or take a quick break in the hall. If they need a kinesthetic break, they can stand near the back of the classroom or by the window.*

4. Explore the following article to learn tips for supporting students in successfully engaging in the learning exercises. Note what you might like to apply.

   Reinforcing, Reminding, and Redirecting from Responsive Classroom®

   Example: *Here's how I can apply the information from the resource to support learners with the large learning goal:*

   Reinforcing language for a student who's struggling with attendance: *Excellent job being here; you'll be able to jump right in with us today. How can I help get you started?*

   Reminding language for a student not initiating guided practice: *Where do I place the period in this in-text citation? Is it before or after the parentheses? Awesome—what helped you remember that? (If they needed prompting: What would help you remember that?)*

   Redirecting language for a student on a cellphone: *Sometimes I feel the urge to check my phone too. Is there something urgent that you need to take care of? We're ready for you to show where you found a piece of evidence that backs up the author's claim.*

5. How can these actions help nurture collaborative learning spaces and even minimize behaviors like disruptions or reluctance?

Active processing space

Learning center 3: Collaborating with students to promote a safe, positive learning environment

1. Think of an upcoming learning goal that you'll use with your students (e.g., content standard).

Example: *"Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks."*[14]

2. List the context information that you already know about your learners (or their caregivers), such as examples of their strengths, interests, funds of knowledge, identities, and needs. How will this context help inform how you support students in working toward this goal? How will this context help you communicate with them to gather suggestions for a safe, positive learning environment?

Example: *This class has 25 students. The students follow direction and classroom rules about 80% of the time, based on my observations. For the remaining 20% of the time, I need to have a clearer understanding of my learners' context. Some students are struggling to follow school rules in the building, and they're suspended for actions outside of my classroom. In addition, several students have Individual Education Plans (IEPs) that contain accommodations for breaks and moving to a special education environment for some coursework. Three students are English Language Learners, and one student has a 504 plan for significant anxiety.*

As I collaborate with students to co-create expectations, I need to be mindful of the fact that many of them might not be comfortable voicing factors such as suspensions, IEPs, language barriers, or anxiety. As such, I may need to offer ideas that address those considerations—for example, an expectation that we make space for people to share their stories without judgment or interrupting.

3. List how you already ask learners (or their caregivers) to help clarify the expectations for a safe, positive learning environment.

   Example: *Students follow the seating chart and the rules for using the pencil sharpener and asking for the bathroom pass. They often monitor themselves or each other. However, we've had a few incidents with the rulers and calculators that students hand out every day. Lately, students have found messages written on them: some are funny, some are doodles, but some include offensive words, slurs, or negative comments. We have to build a new routine to clarify expectations about appropriate behavior and language so that the class is safe and positive for all.*

4. Explore other ways to ask learners (or their caregivers) to clarify the expectations for a safe, positive learning environment. Keep in mind learners' context and the learning goal to note a tool or strategy that you might like to adapt or try with your students.

   If this work is new for you, read the following resource. Suggestion: Create a T-chart for your class based on learner context. How will you elicit students' views on clarifying needs for the classroom?

   The Science Behind Classroom Norming from Edutopia®

   If you'd like to extend your learning, read the following resource. Consider how you could adapt the lesson plan to clarify the expectations for a safe, positive learning environment.

   Helping Students Clarify and Support Their Ideas from Stanford University, Graduate School of Education

5. How can these actions and resources help nurture collaborative learning spaces and even minimize behaviors such as disruptions or reluctance?

Active processing space

Learning center 4: Co-creating norms with students to promote respect and responsibility

1. Think of an upcoming learning goal that you'll use with your students (e.g., content standard).

   Example: *"Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)."*[15]

2. List the context information that you already know about your learners (or their caregivers), such as examples of their strengths, interests, funds of knowledge, identities, and needs. How will this context help inform the ways that you support students to practice the learning goal? How will this context help you communicate with them to develop purposeful routines that support norms for respect and responsibility?

   Example: *Class periods last over an hour, so expectations and procedures for bathroom breaks are important. I don't want students to feel anxious about attending to their bathroom needs, yet I don't want students to miss out on learning processes, especially with a large learning goal such as linear functions. Some students ask for a bathroom break twice or more in one period, whereas others may not use the option. I need to collaborate with learners to update classroom expectations and procedures so that students' bathroom needs are met in ways that don't create learning barriers for themselves or others.*

3. List how you already ask learners (or their caregivers) to develop purposeful routines that support norms for respect and responsibility. Suggestion: Use a T-chart to list existing classroom or school routines and note how learners (or their caregivers) were involved in creating the routines.

   Example: *We have rules posted in the classroom for things like discussions and hall passes. Students agree with them for the most part. With bathroom breaks, I have a one-out policy, meaning only one student can be out of the classroom at a time. However, I have a backup emergency pass should the need arise.*

At the beginning of each quarter, my students and I talk about the rules and discuss the previous quarter and make any tweaks. This quarter, we added the "tens" rule. I asked students to wait 10 minutes at the beginning of class before asking for a hall pass. This time lets me deliver directions, announcements, and lesson expectations; answer questions; and address any supports so that students can begin engaging with the exercises. The majority of students support this rule.

Several students in the class scheduled right before lunch proposed an additional tens rule: They'd like to leave 10 minutes early because the lunch line gets long fast. If they need a bathroom break before lunch, they may not have enough time to go through the line and eat before their next class.

4. Explore the following resources for other ways to ask learners (or their caregivers) to develop purposeful routines that support norms for respect and responsibility. Keep in mind learners' context and the learning goal as you note a tool or strategy that you might like to try with your students.

- **10 Tips for Creating a Student-Led Classroom** from National Heritage Academies
- **Create Your Classroom Rules WITH Your Students for a Powerful Start to the Year** from The Art of Education University
- **Getting Started With Establishing Ground Rules** from Cornell University, Center for Teaching Innovation
- **Ten Activities for Establishing Classroom Rules** from Education World®

Example: *My class is a math classroom. I'm interested in the idea from the Education World article—George Washington's rules of civility. I can use the text to talk about translating and updating language, which helps students see the importance of translating rules from "teacher language" to language that the students generate. Students can select several statements from the rules of civility that they want to add to the classroom charter and then translate them. We can engage in the democratic process and vote on the final charter to help govern the class.*

5. How can these actions and resources help nurture collaborative learning spaces and even minimize behaviors such as disruptions or reluctance?

Active processing space

Resources for review and extension

- 4 Ways to Strengthen the Learning Culture in Your Classroom
- 5 Little Things That Are Really Big
- 10 Ways to Create a Community of Learning in a Virtual Setting
- Assessment Empowerment Principle #4: Responsive Learning Cycles
- Continue Your Assessment Empowerment Work With Principle #2: Learning Environments and Relationships
- *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- Culturally Responsive Teaching Puts Rigor at the Center: Q&A with Zaretta Hammond from Learning Forward®
- Eight Beliefs for Supporting Linguistically and Culturally Diverse Learners in English Education from National Council of Teachers of English
- Essential Strategies for Inclusive Teaching by Jaleel Howard, Cicely Bingener, and Tyrone Howard
- InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0, pages 3–15 and pages 21–23, from the Council of Chief State School Officers
- It's Time to Embrace Assessment Empowerment
- Let Care Shine Through by Elizabeth Bondy
- NWEA Equity Statement
- One to Grow On/Rising to the Challenge of Challenging Behavior by Carol Ann Tomlinson
- Strong Opinions, Loosely Held: Demystifying Social Emotional Learning

- The Power of Protocols for Equity by Zaretta Hammond
- The Teacher as Warm Demander by Elizabeth Bondy and Dorene D. Ross
- Resources in the learning centers, pages 20–31

Glossary

Assessment empowerment

A mindset and series of actions that support educational stakeholders to successfully cultivate responsive-teaching-and-learning structures and processes. The *who*, *what*, and *how* of assessment empowerment explain the mindset and actions.

Assessment process

A collection of integrated and iterative actions informed by and responsive to students. To ensure that we fuel every learner's success, well-being, and self-efficacy, it's critical to broaden how we think about assessment and its role in teaching and learning. Assessment is not just an event or a test. Assessment processes include creating human-centered learning conditions, identifying and sharing learning goals, and using quality tools as well as evidence (data) analysis protocols to inform learning decisions.

Learner context

Background information about learners that informs responsive-teaching-and-learning actions and decisions. Educators and learners collaboratively gather this information (data) and use it to keep the student at the center of teaching and learning processes. Learner context consists of the following components:

- **Family, community, historical, and other contexts:** Cultural beliefs, customs, conditions, and events that are external and shape learner context
- **Funds of knowledge:** "Collections of knowledge—based in cultural practices that are a part of families' inner culture, work experience, or their daily routine. It is the knowledge and expertise that students and their family members have because of their roles in their families, communities, and culture."[16]
- **Identities:** The dispositions and beliefs that make up a person's sense of self and relationship with a topic or subject

- **Interests:** Topics, aspirations, and actions that excite the attention or curiosity of individual learners
- **Needs:** What learners require to thrive academically, socially, and emotionally. Learners and educators can collaboratively use learning evidence (data) to identify the success supports that best fit learners' needs. Success supports include legal obligations and universal accommodations.
- **Strengths:** Academic and social-emotional assets, linguistic knowledge, skills, talents, and other assets that learners possess

Learner empowerer

A mindset and resulting practices based on 21st-century expectations for teaching, learning, and assessment. Processes are applied with learners, promoting their success, well-being, and self-efficacy.

Learner manager

A mindset and resulting practices based on outdated expectations for teaching, learning, and assessment in which processes are applied to learners. This model hinders learning and can result in barriers, disparities, and even trauma.

Learning environment

A place where individual and collaborative learning occurs, including traditional spaces, such as classrooms, and other educational settings. Nurturing learning environments and relationships are important actions derived from these two responsive learning cycle practices: embracing learner context and strengthening learning culture.

Learning evidence

Information that comes from a variety of places such as student context, work, actions, and behaviors. It allows educators and students to make responsive decisions. The word *data* is often used for this information, but *learning evidence* can help expand our thinking about what we gather and why. Sources of learning evidence include observations, formative feedback, summative results, surveys, databases, interviews, and more.

Learning path or route

A way to express success criteria. This can be helpful for large, particularly challenging learning goals. The path identifies what will support learners to build up to, meet, and extend past the large goal. Educators use the path with students throughout the learning journey to clarify learning intentions and response; to align between goals, processes, and tools; to provide success supports; to form alternative routes when appropriate; to monitor progress; to celebrate growth; and to determine next steps.

Responsive learning cycle

A critical component of responsive-teaching-and-learning systems and actions. The cycle includes seven iterative practices that drive learning and agency for all students: embrace learner context, strengthen learning culture, clarify learning paths, identify quality assessment processes, engage learners in collecting evidence of learning, respond to learning evidence, and synthesize evidence to certify learning.

Responsive teaching and learning (RTL)

A framework that integrates learning culture, instruction, curriculum, and assessment in ways that fuel every student's success, well-being, and self-efficacy. The mindset and principles of assessment empowerment and the seven iterative practices of the responsive learning cycle set the RTL framework in motion.

Student data

Quantitative data, such as numbers and scores from assessments, are not the only kinds of data. Other types of data can help educators make informed decisions and actions. For example, information about a student's current affective state, paired with demographic and academic data, can inform responsive teaching and learning moves.

Warm demander

"A teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. [The teacher] provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making."[17] The warm demander engages students in productive struggle, supporting them in shifting from being dependent to independent learners.

Endnotes

1. Zaretta Hammond discusses active processing being central to the learning success of all students in her book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Thousand Oaks, CA: Corwin, 2015), 124–125.

2. Text related to Standard 3 in this publication is adapted by permission from the Council of Chief State School Officers (CCSSO), *InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development* (Washington, DC: CCSSO, 2013), 21–23, https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf. Creative Commons License (CC BY 4.0), https://creativecommons.org/licenses/by/4.0.

3. Hammond, *Culturally Responsive Teaching*, 81.

4. CCSSO, *InTASC*, 12.

5. Robert Sylwester, *A Celebration of Neurons: An Educator's Guide to the Human Brain* (Alexandria, VA: Association for Supervision and Curriculum Development, 1995), 72.

6. Portions of this text were earlier published in Erin Beard, "Continue Your Assessment Empowerment Work With Principal #2: Learning Environments and Relationships," *Teach. Learn. Grow.* (blog), August 5, 2021, https://www.nwea.org/blog/2021/continue-your-assessment-empowerment-work-with-principle-2-learning-environments-and-relationships.

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13. NGA Center for Best Practices and CCSSO, *Common Core State Standards for English*.

14. Centers for Disease Control and Prevention, "Standard 4," May 29, 2019, https://www.cdc.gov/healthyschools/sher/standards/4.htm.

15. Nebraska State Board of Education, *Nebraska Social Studies Standards* (Lincoln, NE: 2019), 36, https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf.

16. No Time For Flash Cards, "How to Use Funds of Knowledge in Your Classroom and Create Better Connections," February 11, 2018, https://www.notimeforflashcards.com/2018/02/funds-of-knowledge.html.

17. Hammond, *Culturally Responsive Teaching*, 160.

Nurturing Collaborative Learning Spaces

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