



Shorewood
SCHOOL DISTRICT

CAGC School Spotlight

November 1st, 2018

Dr. Bryan Davis, Tim Joynt, & Ebony Grice

Closing the Achievement Gap Consortium

- New Teacher Onboarding
- Professional Development
- AAMI/AAFI
 - ◆ Youth Rising Up
- Book Study
 - ◆ Action Research



New Teacher Onboarding

- We use 3 onboarding days. Half of that time is dedicated to equity focus.

Shorewood School District

Race & Racism: Milwaukee's History & Implications for Teachers

August 22, 2018

Objectives

- Racism defined
- Structural nature of racism
- Formation of Milwaukee
- Impact of racism on education
- Wrap-up



New Teacher Onboarding



OPTIMAL LEARNING ENVIRONMENT

Definitions

Effective teaching and learning can only happen when an Optimal Learning Environment is in place. In an Optimal Learning Environment, the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. Optimal Learning Environments begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. They are characterized by kind, caring, and respectful adult, adult-student, and peer relationships that cultivate a sense of belonging and foster academic, social, and emotional skills. Optimal Learning Environments reflect a belief that all students can achieve high standards. Within an Optimal Learning Environment, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth.

Domains



Create Emotionally, Intellectually, and Physically Safe Environments



Provide Equitable, Culturally Responsive, and Rigorous Curriculum and Instruction



Meet the Needs of Diverse Learners

Characteristics

- Positive **relationships** that are kind, caring, and respectful
- **Self-awareness** and healthy expression of emotions
- Expression of **reasoned thoughts** and ideas
- Focus on effort, supported **risk-taking**, and growth
- Co-created procedures, routines, and classroom design that support **safe and engaged** interactions

- Relevant, rigorous, **grade-appropriate content**
- Inclusive community where all aspects of **diversity and learner variability** are understood, expected, and welcomed
- **Learner agency** with feedback and opportunities for self-directed learning
- Curiosity to seek others' **perspectives**

- **Individual strengths** leveraged to support academic, social, and emotional growth
- **Multiple pathways** to learn and demonstrate learning
- Learners supported in **productive struggle**
- **Scaffolded instruction** to meet needs of diverse learners

- Mentoring with a focus on Optimal Learning Environments



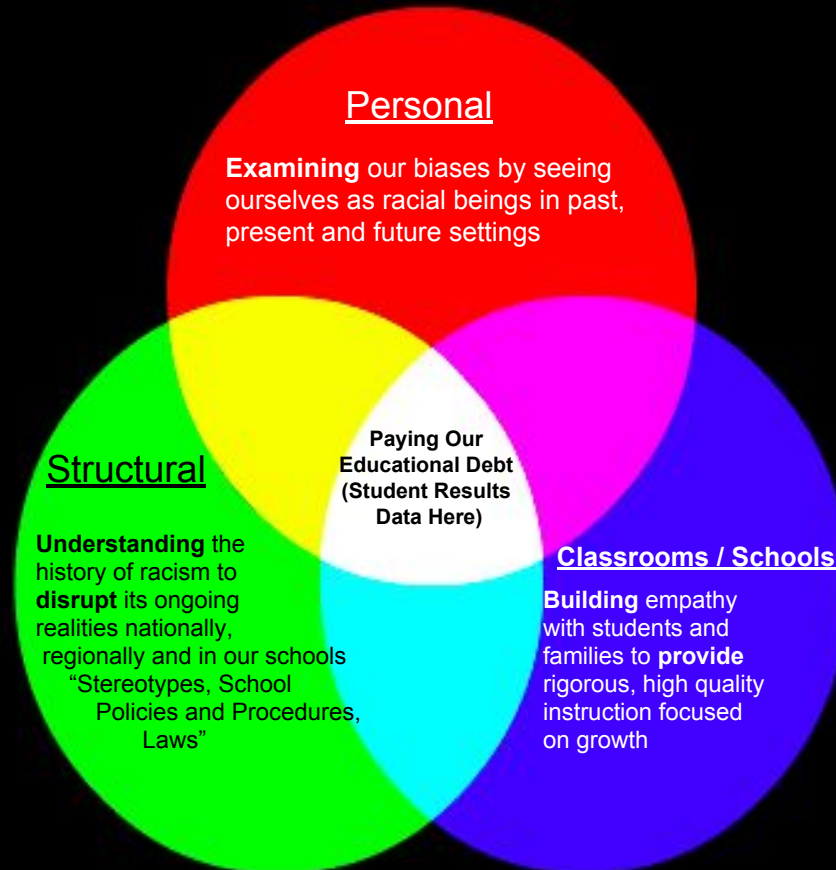
Shorewood Professional Development

Equity, Growth, and Excellence for All



How do we Eliminate Racial Differences in Student Outcomes?

RaceWork Model



RaceWork 3.0

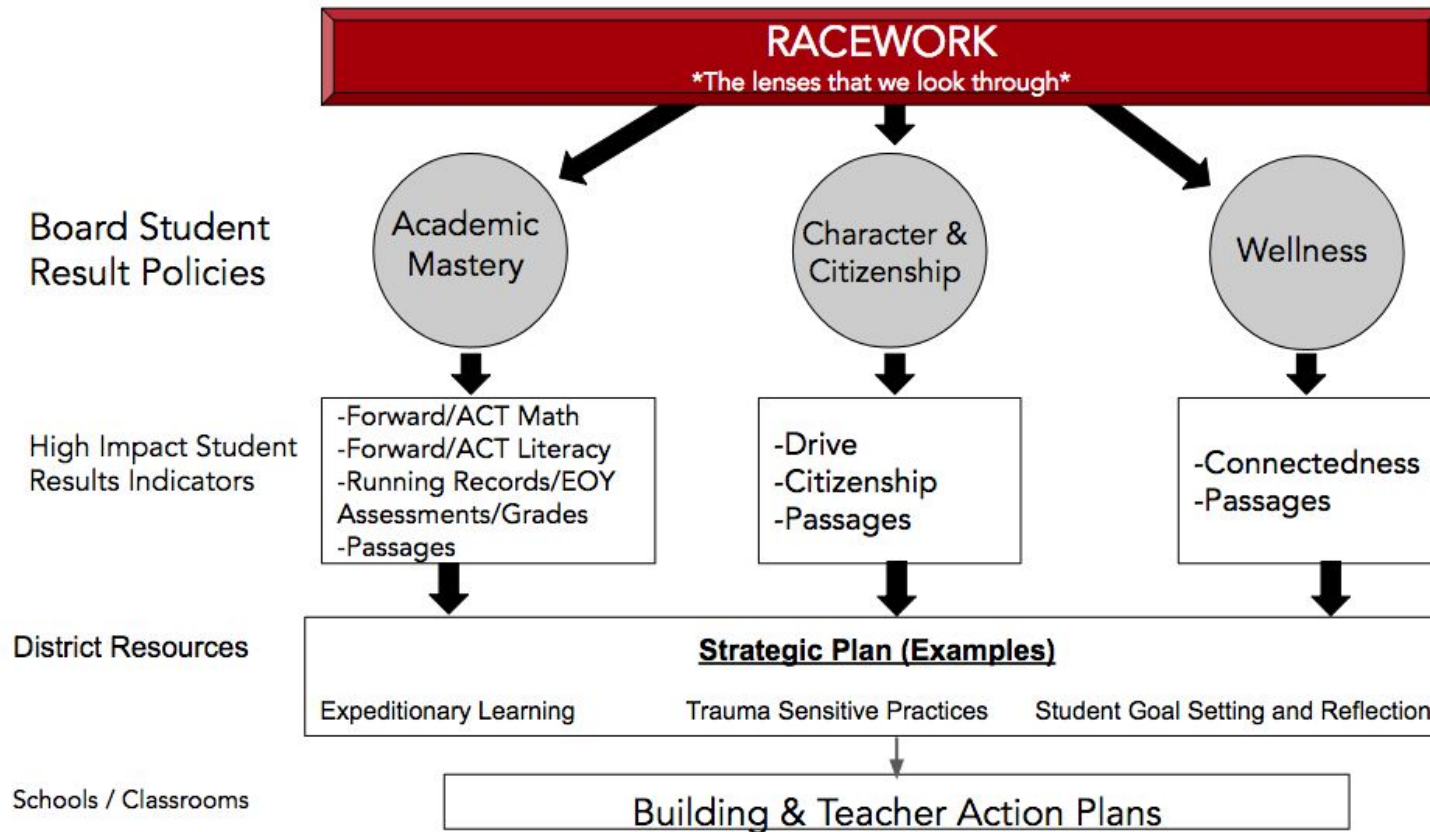
Rigorous High Quality Instruction

And

A Sense of Belonging



Professional Development “RaceWork”



Shorewood Professional Development

African American Student Experience Research Study through UW-Milwaukee

Teaching Tolerance ELA/Social Studies 7-12 Social Justice Standards Alignment

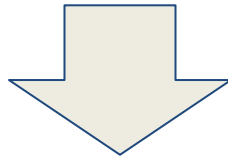
African American Students Experiences at Shorewood

University of Wisconsin-Milwaukee
Dr. Joan Blakey (Department of Social Work),
Dr. Emmanuel Ngui (Zilber School of Public Health), &
Dr. Gary Williams (School of Education)



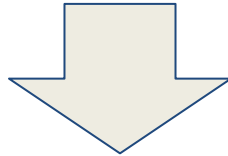
**SOCIAL JUSTICE
STANDARDS**
THE TEACHING TOLERANCE
ANTI-BIAS FRAMEWORK

African American Youth Initiative



AAMI/AAFI

Spector Endowment Funding



Youth Rising Up

Despite The Best Intentions Book Study

K-6: Various Article Reads with Dr.
Winkler

7-12: Despite the Best Intentions
Book Study

Action Research K-12 for 3 credits
through UW-Madison