

Umbrella Goals	Path to Achievement
<p>1. Have a growth mindset with which we celebrate failure and mistakes as the building blocks of success.</p>	<ul style="list-style-type: none"> • Teach students about the Growth mindset and how we need to make mistakes to grow. • Understand learning as a process and the result as a continuous building block. • In the classroom, celebrate every student’s input and participation as part of their learning experience: thank students for participating and asking questions in class. • Always boost students for trying on every assignment regardless of the outcome, as long as they are putting in as much effort as they can. • Use language in the classroom, such as “not yet,” and other positive language that reminds us that we are capable even if we aren’t at the answer yet. • Create a classroom environment that is built on intellectual risk taking. • Allow space for students to always ask questions whenever they need to, and push students to always, always ask when they don’t understand something. • Explain that successful learners ask questions.
<p>2. Develop critical thinking and questioning skills that help them ask the question of Why?</p>	<ul style="list-style-type: none"> • Scaffold to work on questioning everything that we are taking in, beginning with first questioning for comprehension and then building to questioning deeper. • Leading by example of asking questions about our classroom practices and giving reasons for why we are enacting certain practices. • Give students the space and validation to voice their opinions and question the material that we experience. • Empower students to know they are capable of questioning systems and digging deeper to produce more questions and answers.
<p>3. Develop skills to make cross disciplinary connections in their learning, their community, and the world around them.</p>	<ul style="list-style-type: none"> • Connecting every lesson to students’ prior knowledge. • Engaging with and enacting upon multiple intelligences and prior knowledge that students bring into every subject/topic/lesson.

	<ul style="list-style-type: none"> • Get to know my students so that I can actively connect materials to students experience or community. • Understand the other topics that students are learning (for secondary) or explicitly asking students to connect knowledge to other disciplines in elementary. • Bringing other disciplines into a lesson or topic whenever possible.
<p>4. Be lifelong, proactive learners who can use their tools of learning and apply them to take on new topics.</p>	<ul style="list-style-type: none"> • Create engaging and respectful assignments that make students excited to activate their learning. • Allow choice in assignments and assessments that allow students to connect their learning to their passions and allow them to foster their other passions. • Give students tools to be proactive: teach them how to advocate for themselves in a proactive manner—this means allowing extra time on assignments if a student communicates with me, etc. • Build self-advocacy through good communication and clear expectations in the classroom. • Have a UDL/DI mindset classroom that provides students with the tools to access their learning and the tools to advocate for how best they learn and what they need to succeed.
<p>5. Create relationships with integrity, respect, and empathy.</p>	<ul style="list-style-type: none"> • Start every morning with a morning circle and check in, fist-to-five of how we are feeling? • Promote conversations about emotions to develop emotional intelligence. • Create an environment of gratitude, beginning with me having gratitude for my students every day and sharing daily gratitudes. • Build a social contract and create a classroom space in which I, as the teacher, respect and empathize with the students as I want them to respect me and to respect each other. • Create classroom expectations and management so that every student knows the expectations and the consequences of their actions so that we have understanding in the classroom.

	<ul style="list-style-type: none"> • Engage in restorative circles in the face of conflict. • Practice assuming best intentions. • Implement the 7 Norms of collaboration in the classroom.
<p>6. Be an engaged and thoughtful member of the classroom and school community.</p>	<ul style="list-style-type: none"> • Create classroom jobs and understanding of responsibilities in the classroom. • Create opportunities for students to engage in projects that give back to our classroom space, the entire school, and the community. • Create roles for leadership in both the classroom and school and empower students to take on leadership roles in these spaces. • Create a classroom community with the idea that every student is a critical member of the space, is a critical addition to the space, and that our classroom community is a safe-space for everyone to thrive.
<p>7. Gain the self-regulatory skills and emotional literacy to move through the world with self-efficacy, self-esteem, self-grace and power in their self-worth.</p>	<ul style="list-style-type: none"> • Teach students skills for self-regulation such as breathing, drawing, drinking water and other self-care techniques. • Explain the workings of our brain and the neuroscience of the fight or flight response so that all students understand themselves and their responses better. • Put the care of my students first. • Engage in emotional conversations and check-ins. • Relate material to our moral compass and the way we will use the material in the world—engage explicitly with the ‘Empathy’ tier of the 6 facets of understanding: How will I use this in the real world and what might different perspectives say about this material? • Create safe spaces in the classroom for students to self-regulate themselves, such as a calm corner or reading area. • Build self-confidence through inclusive and accessible curriculum through UDL and DI mindset classroom structure.
<p>8. Have open-mindedness and empathy towards people, ideas, and concepts.</p>	<ul style="list-style-type: none"> • Ensure that instruction includes ‘Perspective,’ ‘Empathy,’ and ‘Self-Knowledge,’ when building lessons. • Engage in debate and ask questions about how our material affects us, our community,

	<p>or how it might affect others outside of our own community.</p> <ul style="list-style-type: none"> • Ensure that material is culturally and linguistically diverse and celebrate the use of multilingualism in the classroom both in conversation and academically in assignments. • Create a classroom environment in which only positive interactions are accepted, we lead with kindness, love, and acceptance. • Build a collaborative classroom space through usage of tables or grouping of desks. • Use turn and talk, pair share, and call out methods to promote engagement.
<p>9. Cultivate curiosity and passion.</p>	<ul style="list-style-type: none"> • Create a classroom space the promotes intellectual risk taking by promoting making mistakes and asking questions as a critical part of the learning process. • Create opportunities for students to delve into research projects and develop their own passions. • Celebrate multiple intelligences by giving space for them on assignments. • Allow for students to expand upon assessments and engage deeper in them however they want. • Give opportunities for students to explore and create their own projects based on their own curiosities. • Allow for choice in knowledge exploration and production through all material.