

How Does the LPS Learning Framework Cultivate AIDE, SEL & Deeper Learning?

GUIDING QUESTIONS

DO I BELONG?

WHAT AM I LEARNING?

HOW AM I LEARNING?

DO I BELONG?

| CORE PRACTICE | AIDE | SEL | DL |
|---|---|---|---|
| <p>CO-CREATING COMMUNITY</p> <p>Our classroom is a space where I feel safe, valued, and seen. We reflect on our learning and ways of being together.</p> | <p>Valuing the many student identities that are present in our classroom is essential to creating a strong community.</p> | <p>In understanding and caring for each other, we learn the value of and have opportunities to practice the personal and social skills that are the hallmark of social emotional learning.</p> | <p>Students are unable to deeply engage in their learning when they do not feel valued or safe in their learning space.</p> |
| <p>CARE & PUSH</p> <p>My teacher and classmates understand me, believe in me, and push me to grow as a learner and a community member.</p> | <p>When students can bring their full identities to school, they are able to build trusting learning partnerships with their teachers and classmates. When students trust they are cared for, they will allow and expect those around them to push them to do their best.</p> | <p>When students trust they are cared for, they are able to build healthy relationship skills and develop social awareness to care for others.</p> | <p>Students who feel valued in the learning community allow themselves to be pushed to deep learning experiences.</p> |
| <p>OVERCOMING BARRIERS</p> <p>When things are hard, we work together to grow as learners and as people. We advocate for each other and view challenges as opportunities to grow.</p> | <p>Classrooms committed to overcoming barriers are equity-oriented, aware of systemic inequities, and actively looking to make sure their community is one where each member is seen, valued, and cared for.</p> | <p>Classrooms that guide and nurture social emotional skills expect difficulties and plan for how to learn from them. The community strengthens their relationship skills and social awareness as they care for each other.</p> | <p>When deep learning experiences push students to take risks, they will inevitably encounter barriers within themselves and with each other. Learning how to overcome these barriers is an expected and important part of the learning experience.</p> |

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| <p>PURPOSE</p> <p>I know what we are learning and why it is important both in and out of school. I understand the learning target and how it connects to where we've been and where we're going.</p> | <p>When ALL students aren't clear on what and why they are learning, then students who share the identity of the teacher or who know how to play the game of school are more likely to succeed.</p> | <p>When students do not understand the purpose of what they are learning or why it is important, they lose opportunities to develop self-awareness and self-management skills around developing interests and taking initiative.</p> | <p>Students can't get deeply engaged and lead their learning if they aren't clear on the context of their work.</p> |
| <p>ENGAGING TASK</p> <p>The work I'm being asked to do is meaningful to me and my classmates. We are motivated to engage because the learning is relevant and accessible.</p> | <p>The tasks we ask students to complete can affirm our students' identities by being culturally competent and relevant to their experiences. Providing multiple paths to success allows students to draw on their cultural funds of knowledge to demonstrate understanding.</p> | <p>Students practice self-management and responsible decision making when they are motivated by an engaging task that allows them to bring their whole selves to the learning.</p> | <p>Deeper learning requires that students feel the work is meaningful and relevant. When a meaningful task allows for all students to access the content in multiple ways, students are highly engaged.</p> |
| <p>RESPONSIVE FEEDBACK</p> <p>I know what success looks like as a learner and as a community member. I get feedback from teachers and peers that supports, challenges, and celebrates my learning.</p> | <p>When a classroom's culture is centered around the identities of its students, all students understand how to be successful and what their role is in their learning. Success is available to all students because the teacher knows their students deeply as learners.</p> | <p>Feedback is essential to helping students develop self-awareness and self-management. Teachers can nurture students' responsible decision making skills through continued feedback.</p> | <p>Students can lead their own deep learning when they know what success looks like and get regular feedback on their progress. This develops student agency, allowing them to drive their own learning.</p> |

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| <p>SYSTEMS & STRUCTURES</p> <p>We have routines for thinking and being together that set me up for leading my learning and collaborating with others. I clearly understand what to do and how to do it.</p> | <p>Classroom routines can ensure equitable participation and ensure safe spaces for students to bring their identities into the classroom.</p> | <p>Classroom systems and structures, can guide students' social emotional development by providing opportunities to practice and learn new skills that are developmentally appropriate to the grade level.</p> | <p>When a classroom ritualizes thinking routines, reflection, and cooperative learning, students develop habits of leading their own learning that carry throughout the school day.</p> |
| <p>VISIBLE THINKING</p> <p>I see and hear teachers and students display and talk about their thinking. We document our thinking moves so we can reflect on how our understanding grows.</p> | <p>When teachers make their thinking explicit and visible, they model the habits of mind required for learning. When they make space for all students to do the same, students see themselves as valued thinkers in the learning community.</p> | <p>When teachers and students model their thinking processes, they are able to practice self-awareness, build relationship skills, and develop social awareness that requires them to take each other's perspectives and recognize each other's strengths.</p> | <p>Visibly displaying one's thinking is essential to building a culture of thinking in the classroom.</p> |
| <p>STUDENT VOICE</p> <p>I get opportunities to express my ideas and practice listening to my classmates. We extend and revise our thinking by listening to each other.</p> | <p>In classrooms in which a few students do all the talking, learning opportunities are distributed inequitably. Students and teachers need to have an active stance of being sure everyone is heard in order to be equity-oriented.</p> | <p>If students are not able to share their ideas or listen to others, they are not able to develop the skills needed to have strong relationships and social awareness.</p> | <p>Students can not access deeper learning if they are not given opportunities to contribute meaningfully to class discussions and to build upon ideas offered by their classmates.</p> |