



To create an equitable foundation for learning, certain conditions and experiences are necessary to meet the basic needs of children for *autonomy, competence, relationship, community, and play.*

When we base our practice on meeting these needs, we base our practice in equity. To meet these needs we provide educators seven strands of practice.

PREVIEW: Seven Strands of Elementary Designs Practices

1. PERSONALIZED LEARNING

Personalized learning provides students diverse ways to utilize their interests and strengths and gives teachers flexibility to adapt curriculum so that each student can move from success to success.

Teaching for Education Equity personalized learning practices:

- Observing and assessing student activity and progress toward increased autonomy
- Connecting and scaffolding tasks to student ability and interest
- Rehearsing independent responsibility
- Teaching children to plan and reflect on independent and partner work
- Creating incremental success
- Keeping growth records and sharing them with students and families
- Facilitating goal-oriented check-in conferences with students

2. ENGAGED WHOLE CLASS LEARNING

Active and inclusive opportunities for creative learning together are essential to maximizing academic and social growth.

Teaching for Education Equity whole group practices:

- Targeting whole class gatherings at learning that is best accomplished together, including community circles for cultural conversations, cognitive growth, mindset development, and creative expression
- Developing climate and capacity for high participation and all voices to be heard
- Learning how to diminish wait time before, during, and after transitions with mediators and positive reinforcement
- Developing student leadership skills
- Ideas for physical breaks and stress reduction, self-care exercises
- Teacher strategies for classroom management:
 - Caring, mutual attention
 - Knowing and acknowledging your students positive attributes
 - Changing negative labels to strengths
 - Engaging and empowering students
 - Reflective re-engagement and scaffolding behavior



3. PARTNERSHIP

Structured student partnerships strengthen cognitive ability, especially perspective-taking, relational skills, and comprehension. Partnerships between adults do much of the same.

Teaching for Education Equity approaches for student partnerships:

- Teaching students through modeling, rehearsal, and activity what a partner is and does
- Exploring ideas for use of partnerships in your setting
- Varied partnerships—everybody gets to be everybody else's partner
- School-wide partnerships across grade levels
- Use of partnerships in before and after school programming

4. ATTUNED STUDENT-TEACHER RELATIONSHIP

Trusting student-teacher relationships foster attunement and reciprocal learning.

Teaching for Education Equity provides practices for creating reciprocal, culturally aware relationships and attunement with students:

- Beginning of school year goal setting with families (includes cultural priorities)
- Goal setting and check-in formats for students with family input
- Formative assessment in cognitive and SEL domains utilizing observation strategies
- Particular interactive attunement protocols
- Classroom strategies for establishing traditions and appreciation activities
- Adult learning experiences in interpersonal mindfulness and attentive collaboration

5. ENHANCED COMMUNICATION

A better balance of talking and listening and nonverbal communication between teacher and students fosters both teacher assessment and attunement and student motivation and autonomy.

Teaching for Education Equity approaches create a diverse range of communication opportunities:

- Reducing teacher talk and increasing teacher listening

- Refocusing student listening to include peers as well as the teacher
- Acquiring scaffolding language and nonverbal strategies
- Enhancing positive, appreciative feedback about growth
- Increasing opportunities for peer audience
- Diversifying communication to include visual, kinesthetic, rhythmic, and other modes

6. TEACHER INTEGRITY

Attention to self-knowledge and self-care in the adult community strengthens professional interactions and teaching capacity.

Teaching for Education Equity professional development provides practices for adult wellness and positive action in daily school life:

- Mindfulness and stress reduction strategies
- Expanded capacity for listening, observing, and being in the present moment
- Self-directed implementation of *Elementary Designs* practices
- Professional time management skills
- Reflection strategies for the workplace and the classroom

7. RELATIONAL TRUST AMONG ADULTS

Reciprocal, culturally-conscious, positive relationships between colleagues and between teachers and families influence student success.

Teaching for Education Equity practices maximize the collective intelligence and collaborative potential of the adult community.

- Partnership learning activities (also conducive and adaptable for young learners)
- Collaborative conversation protocols for small and large groups
- Perspective-taking activities
- Establishing and maintaining norms in the adult community
- Meeting structures and protocols
- Family engagement structures and traditions
- Democratic school governance