

HB Woodlawn Pillars

Caring Community

Because every student is unique, differences are accepted and valued. This respect for the individual leads to trust, which is the foundation of the school. HBW places trust in the individual's ability to make choices and take responsibility for themselves and for the community. This trust includes an expectation of success, but also allows for students to make mistakes and learn from them. Respect, trust, positive risk-taking, and contributing with one's individual gifts to the betterment of our community (e.g., "community service" and "social activism") is explicitly taught and expected; trust and respect is mutual between teachers and students and reinforced by means such as discussion that enhances social responsibility, and restorative justice as opposed to punishment.

Caring Community in Practice

Teachers show kindness in their interactions and respect individual strengths and weaknesses.

- Example: speak politely to students and each other; explicitly teach and expect active listening; establish classroom policies and routines that allow for different values & approaches; demonstrate and foster a positive attitude towards collaboration

Teachers pace instruction to prioritize the needs of students in the classroom as a priority over external factors such as external testing.

- Example: reteach curriculum if students have not mastered it; modify curriculum to emphasize topics of importance/interest to students

Teachers intentionally diminish triggers of anxiety.

- Example: label and do not tolerate bullying; allow opportunities for remediation during instructional time; present in advance of instruction your objectives and expectations clearly; provide study guides and rubrics in advance of assessments

Teachers select and design activities that intentionally connect students with each other and the material in ways that enhance joy.

- Example: collaboration is allowed and encouraged; instruction/ activities tap into different styles of learning; student input in activities is sought, when possible

Teachers promote cohesiveness and trust among diverse community members.

- Example: create opportunities for students to connect on a personal level; create time/space for students to interact with adults; invite family and community member participation (guest presentations, interviews, maintain communication with families)

Equity

H-B Woodlawn is a school that values equity. H-B Woodlawn seeks to affirm and amplify student voices through dedicated time and focused actions, such as fostering interpersonal relationships, providing professional development, and creating equitable classroom policies/environments. We seek to offer each student the tools and opportunities to be successful academically, socially and emotionally. We recognize each student has a unique path towards success. We cultivate a school environment where all students feel seen and heard, and where student's unique needs are considered in support of their path to success.

Equity in Practice

Teachers make culturally responsive curriculum choices reflecting diverse examples/texts.

- Example: use authors & texts from different perspectives; dialogue about missing perspectives

Teachers differentiate by student need.

- Example: small groups or stations with different activities; provide texts at varying reading levels; provide students with more control over the pace & path of their learning; provide real-time feedback on work in progress

Teachers make use of our schedule to provide opportunities for out-of- class student-teacher meetings.

- Example: remain in classroom during I Blocks/TAs, when possible; plan instruction to allow for student conferencing (while other students work independently); offer flexible and consistent availability to work with students

Teachers incorporate more equitable grading practices.

- Example: weight missing work at 50% instead of 0%; allow for retakes & resubmissions; eliminate extra credit; only weigh summative assignments

Teachers use more equitable assessment practices.

- Example: create shorter assessments that allow for all students to complete in one block; allow for alternative means to demonstrate understanding; provide alternate versions of tests

Teachers connect students to the support services they need.

- Example: communicate with TAs, counseling staff, resources/SpEd teachers; use Reading teacher, AAC, and Special Education teachers to support individual needs; initiate Student Study (SST); invite students to cohorts

Teachers ensure every student sees themselves represented in every classroom through the learning material, classroom environment and class values.

- Example: create flexible classroom policies that allow for diverse student expression

Self-Directed Learning

Self-directed learning is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals (choice and voice), identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. Self-directed students are curious, value learning, demonstrate willingness to learn, and are self motivated.

Self-Directed Learning in Practice

Teachers provide students with choice and voice in what is learned.

- Example: pre-assessments to determine scope/sequence of content, surveys, KWL, independent contracts; Question Formation Technique (QFT); students choose project topics; student-led goal setting

Teachers provide students with choice and voice in how content is learned.

- Example: stations/ multimodal options for content delivery; provide technology tools to scaffold various levels of student support; small group vs. independent options

Teachers provide students with choice and voice as they evaluate learning outcomes.

- Example: multimodal options for student content assessment; creative products; opportunities for retakes and resubmissions; student-guided reflections on learning

Teachers create opportunities to practice choice and voice in long- term projects.

- Example: National History Day; Primary Source Project; Physics Fair; Capstone Seminar; English electives; Senior Projects

Self-Governance

Students and staff are responsible and accountable for their choices, words, and actions as individual members of the campus community. All members of the community agree to regulate their actions in order to maintain a healthy, safe, and engaging community. Students and staff are responsible for significant decision-making regarding their own behavior and the way the school is run. It is our job to ensure H-B Woodlawn is the educational experience we desire.

Self-Governance in Practice

Teachers provide choices about where in the classroom and / or the building they would like to work.

- Example: station rotation, group work, flexible seating, time in class to work on projects, teacher conferences, Academic Independence Days; use of free blocks

Teachers provide scaffolded levels of support of student use of Canvas and Synergy to allow students to manage their assignments, calendars, and grades.

- Example: use a clear, consistent way of delivering assignments to students; update/post your grades in a timely way; use rubrics in Canvas to provide clear expectations for students; teach students how to use & manage calendars

Teachers create assignments that require independent and creative thinking.

- Example: assignments are meaningful and cannot just be copied; teachers teach students to use resources appropriate to the task.

Teachers provide students with less structured time in class to practice skills that will demonstrate their learning.

- Example: Project based learning; work days to promote self-management in independent work time; group work (when doing group work, identify roles & expectations for group members so students can self manage)

Teachers communicate expectations so that students can take care of personal needs during class.

- Example: outline expectations to allow students to leave classroom (water, nurse, bathroom) without a hall pass; students can listen to music while working; students can take mental health breaks