

CALI ISC

Improving School Climate

Facilitator Notes

Learning Tasks

Learning tasks are focused on the learning, NOT the telling. It is an opportunity for learners to make discoveries for themselves, not be told information. Learning that is self-directed is much more meaningful and engaging. Remember – you do not have to be the “sage on the stage” just because it is a group of adult learners. The “guide on the side” approach is much more effective for true learning to occur.

Learning Task Design

Each “Improving School Climate” topic area has been designed to provide an engaging, meaningful learning experience. It is not meant to be a lecture. The interactive learning tasks are essential for participant engagement and the expectation that they will take away & implement new information & strategies.

All materials and support information necessary to successfully implement the learning tasks as designed have been included.

Topic Order

Topics are presented in the recommended order of facilitation. There are some learnings that set the stage for others and there are some topics that will be more meaningful if another topic has been introduced first. While there may be a valid argument for a different order, the order presented has been intentionally designed and will provide a meaningful learning experience. The “Staff Working Agreement” section is not included in this ordering, as it is a separate unit and not part of the ISC Basic content.

Topic “Chunks”

Each topic has been organized in a separate folder. The folder contains:

- ▶▶ The Powerpoint slides specific to that topic
- ▶▶ The Facilitator Guide for that topic
- ▶▶ Any materials needed for the training – both handouts and PDF templates for learning task cards

Groupings for Learning Tasks

Throughout the learning tasks, various groupings have been specifically designed for – partnerships, small groups, large group. Each brings a different opportunity for the learner and has been carefully selected to fit the learning objective for the topic area. Partner shares and small groups create engagement and offer a change in pace from large group tasks. Learning tasks materials have been developed that match the intended grouping for the task.

- *Partner shares are ideal for topics or times that require high levels of safety. Even in known groups, safety concerns can lead to lack of engagement. With one partner, participants need to participate but can do so in a way that is safe for them. Even in a small group, partner shares provide an opportunity for everyone to be heard and for deeper reflection.*
- *Small group tasks provide an opportunity for participants to dig deeper into an introduced topic. It honors both previous practices and new ideas. A group of no more than 6-7 is ideal. Small group size encourages engagement and participation.*

Staff Working Agreement

EVERY school staff should have a working agreement in place. It should be revisited on a regular basis and practiced always. Having a functional working agreement is an essential component of any positive school climate for staff. A true working agreement is not a list of meeting norms and takes a significant amount of time to develop. Plan at least two 2-hour sessions to create a staff working agreement, more if your staff has or is experiencing significant climate- related challenges.

Topics	Learning Tasks	
School Climate Development Model	Time / Putting it Together Programs & Practices	60 min
Bullying	Bullying / Definition / Meanness	90 min
Bullying Roles	The Players Isolate the Individual Skill-Building for Upstanders	75 min
Climate / Culture	Non-Negotiables Climate / Culture Model Non-Negotiables Round II	60 min
School Connectedness	Truly Connected School Connectedness Card Sort The WHY of Friendship Groups	45 min
Resiliency	Resiliency in Students Resiliency Factors Our Factors / Our Factor Focus	60 min
Circle of Courage	The Broken Circle Circle Opportunities	75 min
Transitions	Transition Strategies	45 min
Data	Types / Multiple Measures of Data School / Sample Data	60 min
School Shooters	Necessary Conditions What's the Flip I & II	60 min
Conflict Cycle	Steps in the Conflict Cycle The Impact Conflict Cycle Take II	45 min
Restorative Discipline	The Turkey Prank Restorative Discipline Principles Restorative Discipline Steps	60 min
CT Code of Professional Responsibility	Preamble / Section b (1) A R-E-S-P-E-C-T	60 min
Adult Responsibility & Role Modeling	Student Success I & II	45 min