Building a Positive School Culture & Learning Environment: Starting in the classroom and beyond

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Session Objective:

- Participants will leave today’s session:
- better understand PBIS, SEL and CLR.
- with a personal reflection and assessment of their current classroom culture and learning environment.
- with tools to use in their classroom as well as share to their school community.
- Reflecting on their school wide culture and better have understanding of a balanced school framework for building a positive learning environment for students.
Design Time:

MY DREAM SCHOOL
Table Activity Time:
*What characteristics make up a Dream School?*

Create a Dream school:

- With your table participants, Collaborate on what makes a school a great school (DREAM SCHOOL)?
- Agree as a team on how you want to represent your Dream School on the poster paper at your table- as a picture, a diagram, or a list?
- Be ready to share out in 15-20min (table check in 15min)
- Time to share out with the entire audience
Reflection Time:

- What are the barriers that exist in your current school keeping it from being a “Dream School”
- Share thoughts within your table
- List these barriers on the bottom of your poster paper
- Be ready to share out to the entire group in 10min.
- What were the most common Barriers shared out by all tables?
What is PBIS?

Positive Behavior Intervention system is an Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

It’s not a magic seed or quick fix, but a way to start positive next steps to current school culture.

For all school stakeholders
WHY PBIS?

- Promotes Positive staff climate
- Promotes Positive Student climate
- Reduces discipline referrals
- Systems in place promotes Social Competence and Academic Achievement
What is SEL?

- **Social and emotional learning (SEL)** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- For all school stakeholders

[https://casel.org/what-is-sel/](https://casel.org/what-is-sel/)
WHY SEL?

Educators help students be more aware of these skills needed:

- **Self-awareness**: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- **Self-management**: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

- **Social awareness**: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

- **Relationship skills**: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- **Responsible decision-making**: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.
SEL Video:

What & Why?
Social-Emotional Learning
What is CLR?

Culturally and linguistically responsive teaching and learning:

- Being culturally responsive is an approach to living life in a way that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture. Cultural responsiveness is for everyone.

https://www.culturallyresponsive.org/
WHY CRL?

When teachers **Validate** a behavior, **Affirm** what the behavior in the class setting should be then **build** on it and **bridge** the opportunity to support those correct behaviors, it creates a relationship of trust and respect for all school stakeholders.

- Responsive Classroom Management
- Responsive Academic Vocabulary
- Responsive Academic Literacy
- Responsive Academic Language
CLR Video:
How do all three inter-connect?

- SEL, PBIS and CLR all believe students learn best in a safe, respectful and well-managed learning environment.
- Promote a positive and equitable learning environment for students.
- Promote a teamwork mindset and cooperative learning environment.
- Help students buy into the school wide expectations and the expected behaviors.
- Support multiple cultures and differences within the school community.
- Builds school wide support, interventions and strategies to help every student become more successful.
- Help to build partnerships with outside agencies and supports the needs of the school and community.
States implementing similar frameworks

**Colorado:** Multi-Tier Systems of Support

**Wisconsin:** Equitable Multi-Level Systems of Support
Start the Positive shift at your site:  
**Be the example in your classroom**

- How much effort is being made to gain all staff buy in on the school wide expectations and student interventions school wide?
- Are staff all trained on the school wide expectations in all settings?
- Is there are Discipline referral system in place (those that are sent to the office)?
- How can you contribute to the sites positive school culture and learning environment?

- Take the time to start in your own classroom and reflect on the community building that occurs from the first day of school with your new students.
Individual Reflection Time:
Classroom Management Self Assessment:
Assess your classroom management

- Do you keep track of your classroom discipline referrals?
  - Is there a behavior that referrals are higher for?
  - Is there a setting that the most discipline referrals are from?

- How do you teach your classroom expectations to your students?
  - Do they have set boundaries? Are they able to share what those are?

- What are the current known school behavior expectations by students?
  - Do the classroom behavior expectations correlate to the school wide ones?
  - How are these shared to the students?
  - Can they verbally share out what those school wide expectations are?
What are you able to recognize?

► Settings most negatives behaviors occur?
► Is there student buy in with the classroom expectations? Are they made a part of the process in setting them?
► How are you able to collect data on these?
► Data supports decision making- Implement a data collection tool in the classroom and school wide.
Create a PBIS Team:

► **Staff**
- use the staff who will be on duty or in charge in the different settings
  (-Cafeteria duties, cafeteria workers, custodial staff in lunch room during lunches.
  -recess duties, bus duties, parent pick up drop off duties)

► **Students**
- After PBIS initial school wide trainings have happen and are familiar to students, utilize the students as the trainers in the spring to reinforce student buy in.

► **Parents**
- share the work started at a parent night and start a parent group (similar to Barcelona’s Parent Patrol).
- Make them aware of the school wide expectations and student expectations. Help them to understand why the positive school culture supports students learning and the need for parent buy in on PBIS.
Create a “NO EXCUSES”, Positive and safe learning environment:

- No Excuses
  - make parents and students aware of the school wide PBIS policies and remind them there is No Excuses for the policies not being followed.
  - It’s the schools goal in keeping the environment a safe and positive one for learning to excel.
PBIS School wide Handbook and Posters

- Review the PBIS example handbooks provided.
- Create posters for each school setting needing behavior expectations.
No Excuses in the Bathroom!

**Safe Behavior**
- Keep hands, feet, and objects to self.
- Walk carefully.
- Wash hands with soap and water.

**Well Prepared**
- Be ready to take your turn and return to class.
- Have a pass at all times.
- Only take necessary materials into the bathroom.

**Incredibly Respectful**
- Use a quiet voice.
- Respect the privacy of others.
- Keep the bathroom clean.
- Use facilities appropriately.

**Make Responsible Choices**
- Watch, listen, and follow teacher directions.
- Report any problems to the teacher immediately.

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No Excusas en el Baño!

**Comportamiento Seguro**
- Mantener manos, pies para Tú mismo.
- Camina con Cuidado!
- Lavarse manos con jabón y agua.

**Bien Preparado**
- Estar listo para tu turno y regresar a tu clase.
- Tener un pase todo el tiempo.
- No llevar objetos innecesarios.

**Incrediblemente Respetuoso**
- Use voz baja.
- Respetar la privacidad de otros.
- Mantener el Baño limpio.

**Haga Decisiones Apropiadas**
- Vea, Escuche y siga indicaciones del maestro(s).
- Use muebles apropiadamente.
- Reporte cualquier problema con el maestro(s).
Create positive incentives for all stakeholders

- Student recognition - Paw Parties
- Awards assemblies
- School wide assemblies
- Staff recognition
- Parent involvement recognition
School wide Report outs

- Quarterly school wide report out on PBIS data (part of our NM DASH 90 day plan “School culture” focus area progress monitoring)
- Shared with Staff, parents, students and community
  - Discipline referrals (data collected and reported out for intervention)
  - Attendance (attendance team to focus on chronic absences)
  - School climate survey results
  - Action plans/Next steps for continued follow through (NM DASH 90 day plan work)
Use of the School wide Assessment

Take the classroom self assessment back to your site to share with other teachers.

Share the School Climate & Connectedness Survey (SCCS) with your schools instructional council and lead the discussion on what you learned from this presentation on ways to implement more positive school wide strategies and intervention to support the students Where your site currently is in school wide expectations.

Evaluate Next steps……

► What Area should be the first school wide focus?
► What school staff members can become the Team/trainers?
References:

- [https://www.pbis.org/](https://www.pbis.org/)
- [https://casel.org/](https://casel.org/)
- [https://www.culturallyresponsive.org/handouts](https://www.culturallyresponsive.org/handouts)
Thank you for your time

For more community outreach and support for school sites please contact Katherine Trujillo, Special Projects Coordinator in the NM office of the Attorney General Hector Balderas.