

### Level 1 **Promotion** Strategies Facilitated by Teacher, Teacher Aide, and Teaching Assistant

**Morning Meeting / Classroom Circle:** The teacher facilitates informal circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns.

**Personal Touch Points:** Personal touch-points (Robert Pianta, UVA) are small, but very powerful acts that teachers engage in to get to know every student; affirm each student's value; provide encouragement and build confidence.

- During Meet and Greet or independent work time or closing, check in and take special notice of something about the student.
- During Meet and Greet or independent work time or closing, let the student know how glad you are to see him/her today.
- During Meet and Greet or independent work time or closing, ask a question that invites students to rate their day or share a high and low of the day so far.

**Give the student a value-added feedback card** that offers the student specific feedback about the internal qualities/assets they used when completing something successfully. The teacher: a) provides a specific, concrete description of what the student did, and b) names the asset or personal quality that enabled the student to do it. Examples:

- “I noticed how you sat in the circle during story time and asked questions about the story. You were focused and had good attention.”
- “I noticed how you completed your last three labs. You tackled every part of each lab. That showed real perseverance.”
- “I saw that you were frustrated today when you were working on your math problem. You took a break and asked for help. This showed an ability to take care of yourself so you could learn something you found difficult.”

**Make a personal encouragement call or text** to (if appropriate) a student in the evening.

**Make a “Wildcat Ways call”** to the student's parent/adult ally about something they have done well in class, a skill they have improved, or something they have done to contribute positively to the classroom community.

**Seek a student out at lunch** or before or after school with the aim of getting to know the student better; finding out more about their likes, dislikes, and interests or finding out more about their perceptions of the class.

**Engage in an academic check-in** with the aim of closing anticipated learning gaps or supporting the student to complete work one step at a time.

**Arrange to meet the student on a planning period** to engage in an academic problem-solving and planning conference to begin to close learning gaps and engage in behaviors that support academic improvement.

**Invite the student to help you do something** in the classroom.

**Use specific affirmative statements to acknowledge students' contributions** to class. (“I appreciate you asking that.”)

***Model, Teach, Practice, and Assess Social and Emotional Competencies***

To reduce and prevent low-impact behavior concerns (See p. \_\_\_\_\_), model, teach, practice, and assess desired SEL target behaviors.

<b>Low-Impact Behavior Concerns</b>	<b><i>Desired SEL Target Behaviors</i></b>
<b>Self-Control and Impulse Control</b>	
<ol style="list-style-type: none"> <li>1. Does not follow directions</li> <li>2. Does not comply with classroom rules, routines, and procedures</li> <li>3. Exhibits difficulty maintaining focus on the task at hand</li> <li>4. Plays around or goofs off with others during work time</li> <li>5. Does not work silently when required or independently without bothering others</li> <li>6. Makes distracting or disruptive movements or noises</li> <li>7. Engages in demands, argumentative and adversarial speech, confrontations, or back-talk</li> <li>8. Demonstrates difficulty accepting correction and feedback without a fuss</li> </ol>	<p><i>I know when it is important to follow rules and norms of acceptable behavior.</i></p> <p><i>I follow rules, routines, instructions, and procedures.</i></p> <p><i>I sustain my focus and pay attention throughout the activity or task.</i></p> <p><i>I work silently without bothering others.</i></p> <p><i>I accept help, feedback, correction, or consequences with good will.</i></p> <p><i>I take responsibility for my words and actions and can identify the impact of my behavior on others.</i></p>
<b>Communicating Effectively</b>	
<ol style="list-style-type: none"> <li>9. Engages in rude, uncivil, or offensive speech, gesturing, or posturing toward peers</li> <li>10. Engages in rude, unfriendly, provocative, or disrespectful verbal responses, gestures, and posturing directed at an adult</li> <li>11. Initiates or joins in “side bar” conversations, interrupts, and blurts out</li> </ol>	<p><i>I know when it is important to follow rules and norms of acceptable behavior.</i></p> <p><i>I use school-appropriate language and present myself to others in a civil manner.</i></p> <p><i>I make an effort to understand the words and actions of others.</i></p> <p><i>I listen respectfully and paraphrase/summarize or question before speaking.</i></p> <p><i>I resolve conflicts in ways that meet important needs and interests of individuals or the group.</i></p> <p><i>I take responsibility for my words and actions and can identify the impact of my behavior on others.</i></p>
<b>Healthy Relationships</b>	
<ol style="list-style-type: none"> <li>12. Engages in deliberate acts to annoy, provoke, or bother peers</li> </ol>	<p><i>I am friendly, helpful, courteous, and good humored with others.</i></p> <p><i>I greet people in a friendly manner when they say ‘hello’ to me.</i></p>

Low-Impact Behavior Concerns	<i>Desired SEL Target Behaviors</i>
	<i>I focus my attention on people who are speaking to me.</i> <i>I say 'please' and 'thank you' as a common courtesy.</i>
<b>Cooperation and Participation</b>	
13. Demonstrates difficulty working cooperatively in small and large groups	<i>I work cooperatively with others and do my fair share of the work.</i> <i>I actively participate, share, and work for high performance in small and large groups.</i> <i>I put the goals of the group ahead of my own needs and don't let others distract me.</i> <i>I work effectively with different students.</i>
<b>Academic Efficacy</b>	
14. Does not bring necessary materials to class 15. Does not attempt or complete assigned work	<i>I manage my materials and organize myself so I'm ready to learn from the start of class to the end of class.</i> <i>I complete quality work regularly: in-class and at home.</i>

<b>Key Benefits</b>
<ul style="list-style-type: none"> <li>• Increases student self-awareness, self-management, and social efficacy</li> <li>• Nurtures a sense of belonging in the classroom</li> <li>• Fosters positive social relationships</li> <li>• Reduces disciplinary problems and reduces learning anxieties when desired target behaviors are concrete and explicitly taught</li> <li>• Boosts academic performance</li> </ul>
<b>What it Looks Like</b>
<p><b>Introducing A Desired Target Behavior</b></p> <p>A discussion that builds awareness and knowledge about a desired target behavior is the first step toward learning it and using it regularly. One discussion option is presenting a hypothetical learning task and inviting students to identify specific behaviors that will enable them to complete the task successfully. A second option is posting a desired target behavior and using any of the question prompts below to extend student's understanding of the behavior and its value.</p> <ul style="list-style-type: none"> <li>• What does this behavior sound like and look like to you?</li> <li>• What are the benefits and interests behind getting good at this behavior? How does this behavior make it easier to _____?</li> <li>• In what learning situations, is this a good behavior to use?</li> <li>• In what ways can it help me grow as a learner, be successful in school and in my life?</li> <li>• When is this easy to do? Hard to do?</li> </ul>

- How would you rate your use of this behavior in the classroom? (3→I do this all the time when I need to without prompting; 2→I do some of the time when I need to; 1→I don't do this very often and usually need prompting; 0→I don't do this.)

### **Teaching and Practicing Desired Target Behaviors**

- In daily lessons, identify desired target behaviors that students will use to complete a learning task. (See sidebar on page )
- If appropriate, personally model or have one or two students model the behavior.
- Incorporate a step-by-step guided practice / rehearsal the first time students are expected to use the behavior. Allow time to breakdown the behavior into component parts of appropriate, pause and review what students are doing, and provide immediate correction and feedback.
- Before students engage in the learning task in which they will be demonstrating this behavior, share the “look-fors” that you will observe and students will monitor for themselves.
- Posting important desired target behaviors and even inviting students to create a brief mantra or acronym for the behavior encourages teachers and students to use positive verbal and non-verbal reminders to help students self-correct.
- While students are engaged in a learning task and practicing a target behavior, move around the room to 1) provide individual encouragement and coaching; and 2) record what you see and hear that demonstrate effective use of the behavior so you can share your observations with students after the task is completed.

### **Assessing Target Behaviors**

- After students complete the learning task, invite them to reflect on how the target behavior helped them engage in the task and experience success.
- Provide value-added feedback with examples of what you saw and heard to leverage the group's strength and effort to support future commitment. (See page for more on value-added feedback.)
- Have students assess their individual and/or group use of the target behavior through written or oral reflection.
- Analyze the data from the teacher observations, the students' self-assessments, and the class's reflections to calibrate how you will continue to practice this target behavior in other learning experience.

### **Considerations:**

The most transparent way to make social and emotional competencies a vital component of daily instruction is to include a second outcome for daily lessons.

- The more traditional **learning outcome** focuses on the “what” – the content task, performance, or demonstration that students are expected do during the lesson. (Example: Students will create and solve word problems using the designated formulae.)
- A focus on the “how” – the **desired SEL target behavior** and the learning strategy that enable students to accomplish the learning outcome. (Example: SEL target behavior→work cooperatively and do your fair share of the work. Learning strategy→Each of you will create one problem. Your partners will solve your problem and provide feedback for making the problem more challenging or more interesting.)

## Level 1 **Prevention** Strategies Facilitated by Teacher and Teaching Assistants

### *First Response to Behavior Concerns*

<b>Key Benefits</b>
<ul style="list-style-type: none"> <li>• Prevents many low-impact behavior concerns from becoming major disciplinary incidents</li> <li>• Preserves instructional time</li> <li>• Supports students' sense of agency by inviting students to correct themselves</li> </ul>
<b>What it Looks Like</b>
<p><b>When a Behavior Concern Arises...</b></p> <ol style="list-style-type: none"> <li>1. Name the concern to yourself (See descriptors on pages _____ ) so you can so you can focus clearly on what you are observing and match the appropriate response to the behavior you see.</li> <li>2. For most low-impact behavior concerns, the goal is to <i>re-engage the student in learning</i>.</li> <li>3. Try one or more "in the moment" responses: <ul style="list-style-type: none"> <li><b><u>Proximity and Physical Prompts:</u></b> Try proximity first as 90 percent of off-task behaviors stop when a teacher moves closer to the student(s) who are misbehaving. Pivot toward the student(s); square up and stand straight, or lean in slightly at an angle; make eye contact and put on your "flat face" (relaxed but showing no emotion); freeze and focus your attention for a few seconds. This sequence signals to an individual student or small group that they need to think about what they are doing and self-correct.</li> <li><b><u>Visual Prompts and Cues:</u></b> Point to the behavioral expectations, directions, process steps, reminders, time messages, etc. posted around the room or on the board.</li> <li><b><u>Supportive Reminders:</u></b> "Take a look at the steps posted on the board and figure out what you should be doing now." "Okay, group, what do we need to finish today before you leave class?" "Let's remind each other – what should we see and hear when we work in small groups?" "Two more minutes before we gather back as a whole group and share."</li> <li><b><u>Positive Directives:</u></b> "Let's all lower our voices as we enter the classroom. Thank you." "Eyes front, please" "Please take your assigned seat, put your notebook and text on the top of your desk, and begin working on the do now. Thank you." "Thanks for putting your backpack under your seat so no one steps on it."</li> <li><b><u>Invite Choice Making or Problem Solving:</u></b> "You have a choice here. You're welcome to sit at this table or the round table. Take 30 seconds to think about it and you decide." OR "It looks like you two are having some trouble getting started. Take 30 seconds and decide on a next step."</li> <li><b><u>Postpone and Revisit:</u></b> "You seem too upset to focus right now. Take a minute to re-group and I'll check back in with you in a moment."</li> </ul> </li> </ol>
<b>Considerations</b>
<p>When a student or group self-corrects or re-engages, provide positive reinforcement – a thank-you, words of encouragement, or positive concrete feedback.</p>

### *Behavior Check-ins*

<b>Key Benefits</b>
<ul style="list-style-type: none"> <li>• Strengthen student-teacher relationships</li> <li>• Identify reasons behind the students’ off-task behavior</li> <li>• Help students assess their needs and concerns and build personal agency through problem solving</li> <li>• Provide opportunities to give and get feedback</li> <li>• Normalize mistakes and missteps through the use of routines in the classroom</li> <li>• Draw attention to academic issues that may be disguised as “discipline” issues</li> </ul>
<b>Behavior Check-in Protocol</b>
<ol style="list-style-type: none"> <li>1 Quietly and discretely observe the student’s behavior. Move closer to the student.</li> <li>2 Approach the student for a one-to-one conversation by moving to their side, positioning yourself at the same level as the student, and greeting the student by name.</li> </ol>
<b>When the misbehavior looks like a temporary distraction from the task at hand...</b>
<ol style="list-style-type: none"> <li>1. Ask an open-ended question that will enable the student to do something immediately to re-engage and get back on task.</li> <li>2. Paraphrase the student’s suggestion.</li> <li>3. Thank the student for self-correcting and re-focusing.</li> </ol> <p><b>Sample Situations and Responses:</b></p> <ul style="list-style-type: none"> <li>• When a student is goofing off with another student→“Hey, Jackson and Arturo. What can you do right now to get back on track and stay focused on this assignment?”</li> <li>• When a student is not following a classroom procedure→ “Tell me what you think the procedure is for _____.”</li> <li>• When the student is engaging in sidebar conversations during silent independent work time→ “So tell me the reasons it’s important to work by yourself during independent work time.”</li> </ul>
<b>When the source of the misbehavior is not clear...</b>
<ol style="list-style-type: none"> <li>1. Share what you are observing and ask an open-ended question to suss out the problem.</li> <li>2. Paraphrase what the student said and follow up with another question if the source of the problem remains unclear.</li> <li>3. Assess and summarize what is impeding student learning: Task mismatch? Confusion about what to do? Skill gap? Negative feelings (dislike) about a particular task?</li> <li>4. Ask the student to identify one thing she can do right now to re-engage.</li> <li>5. Thank the student for problem solving and making a good choice for what to do.</li> </ol> <p><b>Sample Situations and Responses:</b></p> <ul style="list-style-type: none"> <li>• When a student appears anxious or frustrated→” You look _____. What’s going on for you?” OR “Are you okay?”</li> <li>• When a student is stuck→ “What can I do to help?”</li> <li>• When a student is glazed over and doing nothing→ “So what are some things getting in the way of completing this assignment?”</li> </ul>

- When a student appears confused → “So tell me what you think the task is right now.”
- When a student is unable to name a next step → “Here are a couple of options to choose from.”  
Provide options and say, “Which one might work for you?”
- When a student is not positively contributing in a small group task → “What might be something you can do to reconnect with your group?”

### ***Restorative Questions***

When an interpersonal conflict, concern, or problem arises, use these questions:

1. What happened? What was your role in what happened? *(This question encourages students to take responsibility and own their behavior.)*
2. What were you thinking and feeling at the time? *(This question supports students to identify thoughts and feelings that may have triggered their behavior.)*
3. Who else was affected by this? How? *(This question supports flexible thinking and helps students take the perspective of the other and reflect on the impact of their behavior.)*
4. What are you thinking/feeling now? *(This question encourages students to reflect on the incident after the emotional charge has dissipated and the student is in a calmer emotional state that enables him to think.)*
5. What do you want to do to make things right? *(This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)*
6. What can I (others) do to support you? *(This question reassures the student that you and others want to support a successful resolution to the problem.)*
7. When a situation like this comes up again, what actions might you take next time? *(This question encourages students to take what they have learned and apply it to similar situations in the future.)*

### ***Helping Students Who Are Easily Triggered or Emotionally Charged***

<b>Key Benefits</b>
<ul style="list-style-type: none"> <li>• Lowers stress and agitation for the student.</li> <li>• Prevents power struggles that disrupt the learning environment.</li> <li>• Builds relational trust, especially with students who struggle.</li> <li>• Enables students who are emotionally charged to cool down and regain their equilibrium.</li> </ul>
<b>What Prevention Looks Like:</b>
<p><b>Acknowledge a student’s desire for control in the moment and provide an alternative choice from acceptable options. Choices can incorporate:</b></p> <ul style="list-style-type: none"> <li>• Minor modifications to the process of completing a task: “So choose whether you want to do this in your notebook or on index cards.” “You can decide whether you want to work at this table or at the round table.” “Try out one of these pens –you pick.”</li> </ul>

- Options for completing an alternative task that meets the same learning goal. *“You need to meet this learning goal, so let’s figure out a way to get it done that works for you. Instead of \_\_\_\_\_, you can do \_\_\_\_\_ or \_\_\_\_\_. You choose.”*

**Provide positive attention.**

- Give students who are resistant or reluctant a private, personal “heads up”. *“I want to let you know in advance that we are \_\_\_\_\_. Are we good? Thanks.”* Or say, *“Thanks in advance for \_\_\_\_\_.”*
- Prepare the student for positive feedback by saying something like, *“I’d like to tell you something good that you did. Want to hear it?”* If student says “No,” respect the response and try again another time.
- Use pre-emptive/preventative notes to remind and encourage students to follow directions and complete a task.
- Notice when the student is doing the right thing. In a private whisper or in a note, tell the student what you noticed and appreciated.

**What Intervention Looks Like:**
**When students appear to be upset, angry, agitated, or frustrated...**

**Immediate Goal:** Defuse the student’s upset feelings so the student can cool down, regain equilibrium, and re-engage.

- Call the student by name and reflect/acknowledge the emotion you think you see or hear or check out student’s emotional state. *“Hey, Josh. You look pretty upset. What’s going on for you?”* Or simply ask, *“Josh, are you okay?”*
- Pause, paraphrase, and question to discover the cause(s) of the elevated emotional state. *“What’s not working for you right now?”* *“Is there anything else bothering you?”* *“What else might help me understand?”*
- Ask the student what he needs to get himself into a better space or offer a suggestion or options for what a student can do. *“What would help you cool down right now?”* *“Take a moment to settle yourself.”* *“Take the PASS and go get a drink.”* *“You can \_\_\_\_\_ or \_\_\_\_\_. You choose.”*
- Thank the student for getting it together. *“Thanks for managing yourself. I know your day will get better.”*

**When a student is verbally argumentative or confrontational...**

**Immediate Goal:** De-escalate the confrontation / power struggle.

- Reflect/acknowledge the emotion you think you see or hear and make one brief statement that respectfully communicates that you will not argue with student. This validates the student’s emotional state, while signaling that you will not pick up the rope. *“You seem frustrated right now, am I reading that right? I’d like to talk with you about that later.”* OR *“You seem angry about this. I’ve heard what you said and I will need to think about it.”* OR *“I can see this is bothering you and I’m not going to argue about it now.”*
- Move on. Your job in the moment is to de-escalate the power struggle and exit. Physically stepping away allows students time and space to cool down and regain equilibrium.
- Later, you can always follow up with a behavior check-in or problem-solving and planning conference to discuss what triggered the student and what you can do to help the student get back on track.



### Considerations:

**ALWAYS...Depersonalize to get ready.** De-couple the behavior from anything to do with you. Use a self-talk mantra that helps you shift to a more neutral stance. (“This is not about me. / I’m the skillful one here. / I’m not taking this personally. / I want to help you re-engage.”) **Approach the student for a semi-private conversation** by moving to their side, but not too close; position yourself at the same level as the student. **Use a calm, middle-pitch, middle-volume, and credible teacher voice.**

**NEVER...“Pick up the rope” and directly confront the student.** When a student is already agitated, a confrontation is likely to increase a student’s emotional intensity and aggressive and hostile behaviors. So, do not argue with the student. Do not yell. Do not explain yourself or lecture. Do not answer questions. Do not draw the student into a conversation. Do not discuss statements that challenge your authority. The longer you sustain the interaction, the more likely you will get upset, lose focus, and make the situation worse.

### *Level 1 Classroom Observation Notes*

Classroom observation notes are submitted when a student’s behavior raises concerns and warrants documentation within the school’s disciplinary data base. Observation notes enable adults to share information about a student and provide data that may reveal behavior patterns and trends that need to be addressed. They are not submitted to the District.

### *Blue Note Time Out*

When you need a quick break to regain your equilibrium and the student’s needs a quick walk to cool down or de-stress, give the student a sealed blue envelope to deliver to a teacher or other staff member who knows that the intention of the note is to provide a non-intrusive time out for the student.

### *Classroom Buddies*

Buddy up with another teacher in a nearby classroom to provide a safe space for one of your students or one of the other teacher’s students to take a 10- to 15- minute time out in each other’s classrooms.

## Level 2 **Intervention** Strategies Facilitated by Teacher and Teaching Assistants

### *Re-Set Pass to Student Support Team Member*

A RE-SET PASS system enables teachers to prevent problematic behaviors from becoming major incidents. If a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a designated student support team member or the student’s coach to escort student out of the classroom for a brief period to reflect on the situation, regain emotional balance, and strategize how to re-enter class back on track. Students may ask for a RE-SET PASS to check in with their student support coach or assigned counselor.

***Restorative Actions***

Consider these options for repairing harm, mending relationships, or restoring one's good standing.

- A sincere verbal or written apology that expresses regret or remorse and expresses a commitment to change how the student will treat the other person or group in the future.
- An apology of action that is a gesture of kindness and good will intended to put the past behind and repair the relationship. This can be any action from bringing in a snack, to offering to do something nice for the other person, to an action that helps a teacher or makes the classroom a better place.
- Restitution or replacement when something has been damaged.
- A reading and/or video and written response that highlights how students have experienced a similar incident to foster empathy and perspective taking.

***Problem Solving and Planning Conference***

<b>Key Benefits</b>
<ul style="list-style-type: none"> <li>• Names specific behavioral gaps and pinpoints specific actions that will improve academic performance</li> <li>• Strengthens students' self-management and social efficacy</li> <li>• Strengthens students' identity as a learner and their sense of agency</li> <li>• Supports students' capacity to think meta-cognitively</li> <li>• Builds relational trust</li> <li>• Provides invaluable information that deepens what you know about a student and guides your approach to supporting individual students</li> </ul>
<b>What It Looks Like: The Protocol</b>
<ul style="list-style-type: none"> <li>• Thank the student for meeting with you and express your commitment to problem solving together.</li> <li>• Share data (what behavioral concerns you have notices and the frequency, intensity, duration of the behaviors)</li> <li>• Ask the student to share her/his perspective and pause to give the student time to respond.</li> <li>• Paraphrase the student's response.</li> <li>• Ask the student to reflect on the impact of the behavior on the student, others and/or the classroom.</li> <li>• Collaborate with the student to identify a desired target behavior and discuss how this behavior can help improve her/his academic performance.</li> <li>• Make a plan and agree on how you will monitor student's progress.</li> <li>• Explain that you will contact student's parent to share the plan.</li> <li>• Share appreciation. Thank the student for focusing on the problem and developing a good plan. Convey your confidence that the student's plan will help them improve their performance in class.</li> </ul>

## What Is an Equity-Centered Classroom?

Equity-centered classrooms incorporate culturally responsive and developmentally informed practices, strategies and supports that help boys and girls from diverse racial, ethnic, and cultural groups at every stage of development to attain the knowledge, skills, and mindsets needed for responsible citizenship in a democratic society and college, career, and life success.

**SYSTEMIC  
STRUCTURAL  
PEDAGOGICAL**

**Instructional inequity:** Students may be enrolled in courses taught by less-skilled teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others.

<b>Equity-Centered Classrooms Are...</b>	
<b>Culturally Responsive</b>	<b>Developmentally Informed</b>
<ul style="list-style-type: none"> <li>• Affirming students’ multiple identities</li> <li>• Helping students learn how to “do school”</li> <li>• Introducing stories, texts, people, places, and visible symbols that reflect the heritage and family backgrounds of different racial, ethnic, and cultural groups</li> <li>• Making authentic connections between academic content and students’ lived experiences, families, and cultures</li> <li>• Re-framing discipline problems into teaching-learning problems</li> </ul>	<ul style="list-style-type: none"> <li>• Building students’ assets, strengths, and resiliency through social, emotional, cognitive, physical and moral development</li> <li>• Adjusting and differentiating instruction in ways that consider students’ learning readiness, personal preferences and interests, prior knowledge, and developmental maturity</li> <li>• Providing a saturation of opportunities and supports to meet the needs and interests of different learners</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Countering racial, cultural, behavioral, and developmental biases with explicit practices that help reduce favoritism, preferential treatment, and discriminatory behaviors.</b></li> </ul>	

Teachers are attuned to, attend to, and welcome in the range of developmental and cultural differences among students with equal passion. Developmentally informed and culturally responsive practices emphasize relationships, trust, and caring communication; relevant and rigorous content and student work; student voice and choice; diverse learning strategies; and scaffolded learning that meets students where they are and pushes them to excel. Teachers incorporate activities that help students to understand and value diversity and human differences. Students’ developmental and cultural needs consistently inform what is taught, how teachers connect and communicate with young people, and how they support every student to become a self-directed, independent learner.

Equity in the classroom is dependent on the level of supports and interventions that teachers provide, especially when students struggle. An equitable approach to teaching ensures that all students have access to appropriate and differentiated (but not necessarily equal) instruction, resources, and supports to ensure that every student can graduate to a promising future of their making.

**Biases that Can Influence How We Teach and Treat Students**

<b>Biases</b>	<b>How Biases Influence How We Teach and Treat Students</b>
<b>Gender Biases</b>	There is a tendency in schools to punish or disparage many typical adolescent boy behaviors (difficulty sitting still, impulsive and more boisterous expression, less perseverance, and greater desire for competition, movement, and active learning) and reward and reinforce compliant and self-management behaviors attributed more typically to girls.
<b>Developmental Biases</b>	A lack of knowledge and understanding of students with developmental delays and disabilities may lead to assumptions that students with individual educational plans (IEPs) are unable to learn within a regular curriculum and will automatically exhibit behavior problems.
<b>Learning Biases</b>	Unless some kind of transformative experience in early adulthood counters our own personal history of schooling, we tend to teach how we were taught, we tend to prefer students who “learn like us,” and we tend to see those who learn differently as lacking desirable student qualities. Learning biases can be particularly problematic for teachers who moved through high school within an honors/AP track, isolated from students who present a full range of learning profiles.
<b>Racial / Cultural Biases</b>	Human beings tend to have far greater affinity with those who look, sound, behave, and grow up similarly and share the same values. When we perceive others as distinctly different from ourselves, feelings of mistrust, anxiety, and fear can trigger negative stereotyping that leads to physical and emotional distancing and a diminished human regard for the “other” as less worthy of our kindness, generosity, optimism, and support. For example, when racial biases toward Black boys trigger associations of dangerous behavior, aggressiveness, or irresponsibility, we might assign Black boys harsher punishments, hold lower academic expectations for them, and provide less encouragement, praise, or helpful feedback. If we believe that poor students lack motivation and a strong work ethic, we may rob these students of our best efforts to push for quality and excellence.
<b>Negativity Bias</b>	People tend to have far greater recall of negative memories than positive ones, making it easier to target students who engage in repeated behaviors that we experience as negative. The more we fixate on the negative behavior, the harder it becomes to truly “see” the whole student and the less likely we are to encourage and recognize positive behaviors. Psychology researcher, Daniel Kahneman invites us to consider the 5:1 positivity ratio in our interactions with others: It takes five positive actions to counter every negative experience.
<b>Aggression/Conflict Aversion Bias</b>	Research suggests that when teachers reflect on the entire continuum of student behaviors, they are least comfortable responding to behaviors labeled as aggressive and identify aggressive behaviors as the most problematic and negative of all student behaviors. Aggressive acts tend to be associated with conflict and confrontation. A general discomfort with conflict can translate into a reluctance to engage constructively with students who are perceived as aggressive.

