

The EdConnective Thrive Framework

FOR IN-PERSON OR REMOTE/HYBRID INSTRUCTION

EVERY TEACHER COACHED
EVERY STUDENT

THRIVES





The EdConnective Thrive Framework

Carefully crafted by expert instructional coaches, informed by students from across the United States, and supported by research

Great teaching starts with being in relationships with students and their families, listening to students, and welcoming students as their authentic selves in the classroom.

When all students regardless of zip code, ability level, race, gender or language feel like they belong, are understood, and have an authentic voice in the learning process, meaningful and rigorous learning happens. That's an education grounded in equity, that's a positive classroom community, and that's what students thriving looks like!

This framework was developed for in-person and remote learning by:

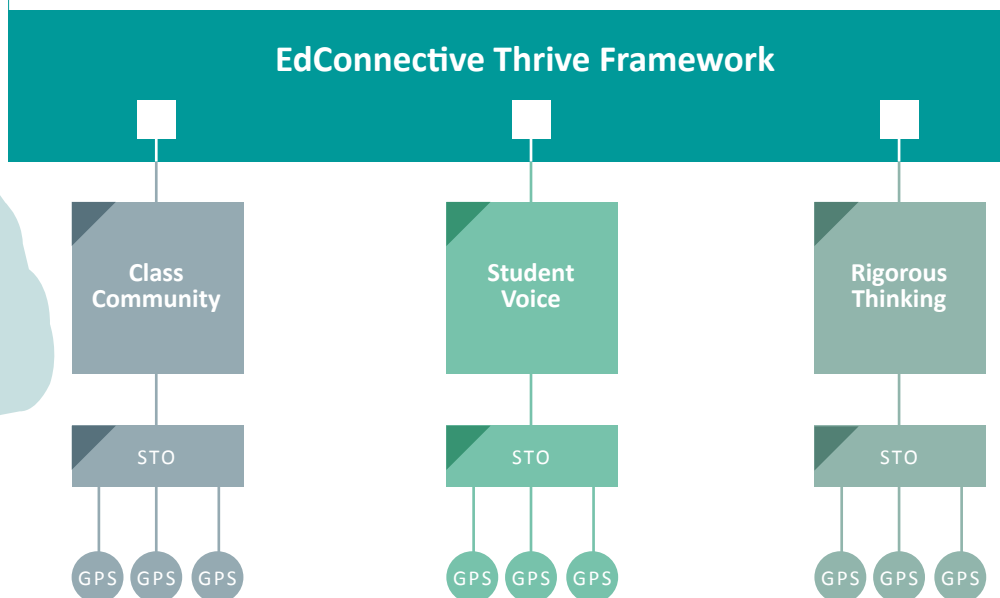
- 1) **Listening to students** from across the US about what great teaching looks like to them
- 2) **The expertise of the EdConnective instructional coaching team** who support teachers in actionable change everyday, and
- 3) **Research of experts** including Zaretta Hammond, Chris Emdin, Cornelius Minor and many others

Each of the three Domains names a student-focused Student Thriving Outcome (STO) as well as a number of very specific Great Pedagogy Strategies (GPS) that support the corresponding outcome.

DOMAIN

STUDENT THRIVING OUTCOME

GREAT PEDAGOGY STRATEGIES



DOMAIN

Class Community

STO

Students belong to the learning family

In a thriving class community, students feel like they are a part of the family. They know they are loved and they shape the learning space in meaningful ways. Welcoming and inclusive class communities make students feel safe, special, engaged and connected. The phrase “stressed brains can’t learn” is countered with minds feeling safe and secure so that students can learn.

GPS 1

Relationships: Teacher works to build relationships and trust with all students and between students (including the uses of greeting students by name, accurately pronouncing student names, inquiring about life outside of school, use of humor, etc.).

GPS 2

Norms: Co-created with students, class norms are visibly posted in student-friendly language and proactively revisited and communicated frequently.

GPS 3

Routines: Class routines (entry, do now, materials, submitting assignments, verbal participation, partner and group work, exit, etc.) are well-planned, communicated, modeled and practiced.

GPS 4

Attention Getter: Teacher uses an attention-getter that is co-created with students to signal “one mic” every time before an individual addresses the group or teacher gives directions.

GPS 5

Clear Directions: Teacher gives concise, clear directions that include the sound, length, activity and materials for all transitions and activities.

GPS 6

Positive Presence: Teacher is kind and positive in speech and body language, (including by encouraging and praising students, acknowledging progress, smiling, culturally appropriate eye contact, high fives or handshakes, etc.) at a rate of at least 5:1 compared with redirections.

GPS 7

Refocusing on Learning: When necessary, teacher uses the least-invasive redirections (equitably circulating, non-verbal signals, nameless whole-group reminders, proximity, etc.) to refocus students on learning. Students and teachers co-create self-monitoring strategies for on task behavior and norm on logical consequences when expectations are not met.

GPS 8

Restoration after Conflict: Teacher and students facilitate productive handling of conflict or unmet expectations by using restorative practices with the goal to restore all learners fully to the class community.

GPS 9

Family Engagement: Teacher consistently seeks to be in meaningful relationships with students’ families and communities through opportunities to engage with students in their learning. This could include positive phone calls home, input through surveys or advisory council, and visits to students homes, communities or non-school related events.

GPS 10

Inward Reflection: Teacher is consistently engaged in “inside out” work, including self-reflection around bias, identity, power, privilege, internalized oppression, and microaggressions through reading, reflection, and discussion with colleagues.

DOMAIN

Student Voice

STO

Students drive the learning process

In order for classrooms to truly be student-centered, teachers must engage in a process of listening to students (*really* listening to what students say they want and need), reflecting on what they have heard, and planning for active adjustments to the classroom community and instruction. When students see that their voices are valued and that they have the power to make an impact on the classroom, they will be more invested in what happens there, and more engaged in learning.

GPS 1

Listening to Students: Teacher frequently creates space to listen to students about instruction and class culture, including through surveys, class meetings or advisory councils, and implements the feedback provided by students.

GPS 2

Classroom Environment: The classroom environment includes age-appropriate, content-specific visual material and resources, as well as student work, arranged in a way that creates a warm, welcoming environment. The classroom space promotes inclusivity and diversity.

GPS 3

Organization: The learning environment is organized, clean, and promotes collaboration between students. All student and teacher materials are prepared to maximize learning time. Students take ownership over the learning environment through set up, arrangement, naming, clear roles and responsibilities.

GPS 4

Student Representation: Students' identities (including racial, ethnic and cultural backgrounds, personalities, interests, and communities) are represented in the classroom environment, curriculum, activities, routines, texts and multimedia materials used in the learning environment. Teacher values students' language in learning.

GPS 5

Critical Consciousness: Teacher invests in increasing their own understanding of the historical & social context of students, their culture, and education through reading, reflection, and discussion with colleagues and students.

GPS 6

Social Justice: Teacher supports students in engaging in content and activities that support dismantling systems of oppression and making a more just, equitable, and peaceful world.

GPS 7

Student Choice: Students are provided with frequent and meaningful choices (in what they learn, how they learn, and how they are assessed) that align with curriculum and standards.

GPS 8

Increase Student Talk: Teacher plans for lessons that place the majority of thinking, talking and work on students.

GPS 9

Active Student Responses: Teacher frequently engages all students in responding to a question or prompt by using partner talk, write/pair/share, white boards, polling, choral response, simultaneously writing, etc.

GPS 10

Academic Discussion: Teacher engages students in academic conversations and discussions in which they co-facilitate and use appropriate discussion protocols (i.e. sentence stems) and academic vocabulary.

GPS 11

Differentiation: Teacher differentiates content, process, product, and environment as needed, including for both students who need additional support and for students who need additional challenges.

DOMAIN

Rigorous Thinking

STO

Students engage in meaningful & rigorous learning activities

For deep and meaningful learning to take place, teachers and students must co-construct the learning. Great teaching engages students in rigorous thinking driven by students and results in demonstrated positive academic achievement. Actively engaging students in collaboration, communication, exploration and imagination are key elements of rigorous thinking and doing in classrooms that connect to and celebrate students' identities, interests, cultures and contexts.

GPS 1

Lesson Goal: The lesson objective aligns to rigorous, grade-level curriculum and standards and is tailored to the students in the class, with the input of students. The objective is rigorous, specific, measurable, manageable in one class period, and is communicated to students.

GPS 2

Purpose: Towards the beginning of the lesson, the teacher explicitly states the purpose of the learning and activity, and connects the learning to students' lives.

GPS 3

Hook & Explore: Towards the beginning of the lesson, the teacher uses a hook to frame the learning, using culturally relevant examples and connections to students' real lives. The hook is engaging, fun and makes time for students to make connections to their previous learning, understandings and lived experiences. The hook allows for students to explore, discuss, see patterns, and/or make meaning of the objective before direct instruction.

GPS 4

Think Aloud: After the hook, the teacher teaches the primary content of the objective directly, explaining steps, key concepts, common misconceptions, and uses metacognition to model their thought process aloud. Students actively listen through note taking and/or reflection questions.

GPS 5

"Practice, Practice, Practice": For at least 50% of the lesson, students should be engaged in opportunities to practice the objective. This includes guided practice with other students and the teacher, as well as small group, partner, and independent practice. The practice opportunities should be scaffolded and include multiple opportunities to practice the same skills. Meaningful practice opportunities are also provided outside of class time.

GPS 6

Assess & Adjust: The teacher checks for all students' understanding at regular intervals throughout the lesson, documents student progress and immediately adjusts instruction based on the data collected. The teacher collects data on student objective mastery at the end of the lesson, and uses it to adjust instruction for the following lesson.

GPS 7

Provide Support: Responds to communication from students (body language, verbal comments, and assessments) that they are not mastering the content and intentionally creates time and space to follow-up with the student in a focused way.

GPS 8

Depth of Student Thinking: Teacher plans lesson activities and questions that are rigorous, engaging, fun, culturally sustaining, and provides for deep student thinking, talking and practice that aligns with the objective.

GPS 9

Feedback: Teacher provides students timely, actionable feedback (both positive and constructive) and creates opportunities for students to provide feedback to their peers.

GPS 10

Reflection: Teacher and students both regularly engage in reflecting on their growth in a way that is tracked over time.

GPS 11

Play & Movement: Teacher provides opportunities for students to learn through play, including games and competition. "Brain breaks" and movement are strategically included in the lesson. Full exclusion from opportunities to play, including recess, are not used as a consequence.

GPS 12

High Expectations: Teacher's words and actions align around the highest expectations of all students at all times.