Learning Partnership Bridge

This framework offers three key domains that influence student learning: *Identity, Mindset and Skills*. As educators work to ensure that every student is able to master essential learning and development, we must consider what we know, need to learn, and need to address in each of these areas for both student and educator.

### IDENTITY

#### Student Identity
- How student sees who they are in the world
  - Culture, race, gender, class, sexual identity, language, etc.
  - Situatedness (how one is positioned relative to opportunity)
  - Identity with peers, within school

#### Educator Identity
- How educator sees who they are in the world
  - Culture, race, gender, class, sexual identity, language, etc.
  - Situatedness (how one is positioned relative to opportunity)
  - Professional identity: collegial and pedagogical identity - within school, relative to peers

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How might this student experience me, given my identity? How can I build rapport and “cultural synchronization” with this student in service of our work together?

Looking Out: What do I understand about my student’s identity in the world?

Looking In: What do I understand about my own identity and situatedness – and how others may experience me because of this?
In what ways do I need to check or develop my own mindset about what’s possible with this student? How might I support the development of mindsets this student needs to persist through learning?

Looking Out: What do I understand about this Student’s mindset relative to this subject, to school, to learning?

Looking In: What is my own mindset about my ability to support this student toward successful learning?

**Student Mindset**
- Student’s beliefs about own learning and capacity
- Sense of belonging in the academic community
- Belief that effort leads to increased ability
- Belief that success is possible
- Belief that work they are doing in class has value

**Educator Mindset**
- Educator’s belief in own ability to help struggling Students succeed
- Educator’s assumptions about Student’s ability to succeed
- Implicit & Unconscious Bias: Unconscious attitudes or beliefs that conflict with intentions
# SKILLS

## Student Skills
- Build on skill assets (academic, social, emotional, cultural)
- Target academic skill gaps
- Identify & correct misconceptions in learning

## Educator Skills
- Assessment Literacy: using multiple types of assessments for different purposes
- Differentiated instruction to meet students’ varied needs
- Intervention repertoire

The key to the Learning Partnership is for both student and educator to move from unaware/unconscious to aware/conscious in each of these areas.