

RAI Stakeholder Committee  
Round 2, Meeting 2 Minutes  
February 11, 2023

The following individuals were in attendance at the second meeting of the second round of Community Stakeholder RAI Meeting.

Dr. Scott Hagerman, Tiffany Hodge, Beth Egan, Mary Gronik, Andy Gronik, Dr. Sandy Herron, Christina Grossman, Jimmy Hart, M.Ed.

Mr. Jimmy Hart welcomed participants to the second training meeting.

We would like to focus on capturing thoughts about how parents and community members feel the Eight Habits should look in our schools, and how they should play out, in action, in our schools. Participants were asked to reflect on the following traits within this framework.

Ladder of Inference - Peter Senge Thought leader in education, author of The Fifth Discipline.

The idea of the ladder of inference has been around for over a half a century. Business theorist Chris Argyris first proposed the concept in 1970 to explain how people make and sustain their assumptions about the world.

The Eight Habits language in the context of RAI - What does that mean in TVUSD? How does its use look on a daily basis?

An example that Jimmy Hart saw involved the Sunshine Committee building relationships with one another. An email went out that purposefully connected their sisterhood and brotherhood and intentionally used the language of the Eight Habits. Through daily interactions, we develop our mental model for student interactions and student centeredness.

I do something because of my beliefs.  
I develop beliefs based on the meaning I add.  
I add my own meaning (cultural interpretation).  
I notice certain information and experiences.  
Information and experiences around me.

The focus of this training was on the following eight traits of the Eight Habits of the Heart for Educators, and what do they look like in real time for students and staff:

- Courage
- Hope
- High Expectations

- Brotherhood
- Friendship
- Dependability
- Responsibility
- Nurturing Attitude

Discussion began where the group left off last week, with Nurturing Attitude.

Comments from the group included: *Caring that goes beyond your self awareness and directed to others. Creating a stream of caring individuals who exit our schools into society. We need to be deliberate about taking time to teach and model nurturing attitudes as part of our intention in our classrooms.*

*Not every child should be nurtured the same way, so getting to know each child as an individual will let you understand how to nurture each child appropriately for their development. Making time and slowing down, and finding ways to get all students involved (Inclusion).*

*Helping the new community members know how to approach the schools and resources, with an understanding of the different perspectives they may bring with them. Formal/informal support is a balancing act schools must work to provide. Helping parents to know what questions to ask.*

*Kindness plus intentionality or attitude plus mindset. How do we get that mindset to become actionable? Small acts go a long way. Notes of support show caring intention, and are a simple way to show nurturing attitude.*

The second item of discussion was Responsibility and Dependability.

Comments from the group included: *Recognizing when there's a variation in the pattern of responsibility is broken, then check in. With the student to find out what is happening. Check in with the family if needed.*

*Saying I see something happening in a student's life and taking responsibility for taking note and looking into whether something is happening that the school can support. Also taking responsibility for not allowing something to happen which is wrong, or identifying what is right and pointing it out.*

*Self awareness of your place with others around you and knowing how you can be of support to others.*

*Common formative assessments (the responsibility of small tasks that students can be successful with), meeting students where they are, allowing them to develop their own*

*responsibility. Framing responsibilities with students as a positive, an opportunity for showing ability or faith in someone.*

*Better use of the high school's advisory period could include relationships for responsibility and dependability.*

The third item of discussion was Friendship and Brotherhood. Friendship here is defined as the habit that binds people together because of established positive relationships. Brotherhood is reaching outside our comfort zones, extending a welcome to someone who may be different from you, to embrace others and share our common humanity.

Comments from the group included: *For parents, how do we encourage this with our children? An example was given of a student from another culture whose parent sent in examples of their culture, foods, etc. to help develop understanding in that classroom.*

*A giving and receiving of our differences.*

*Social media's effect on our children today (and adults too), there is so much emphasis on how many likes and followers, and those aren't genuine relationships. Conversations are how we build relationships and friendships. I'm actually giving time to get to know you.*

*Being interested and interesting with one another helps build relationships.*

*Valuing the diversity among each other, and supporting students to not stay only in the group with whom they share commonalities. We need to celebrate the kids who are able to embrace diversity as role models for other students. You don't have to just be with those who share your likes and dislikes, interests and things in common.*

*How do we help students uncover their commonalities? Polls? Social activities, heritage, hobbies, etc. and provide some sort of organized activity to show students others with whom they have something in common. With social media, we have to try to provide influence toward students' experiences outside of social media.*

Once Upon a Time When We Were Colored, Clifton Taulbert's life experience is portrayed in a valuable video clip regarding barriers. It is available on YouTube.

Our fourth topic of discussion included the Habits of High Expectations.

Comments from the group included: *Students and children, ours or as students of teachers, need to be able to trust the adult in front of them, in order to know your belief in them, and the tools you are giving them, will allow them to achieve success. Especially with adolescents right now, they have a level of questioning before they trust. We need to embrace that not everything is a competition, that the experience is as*

*valuable as the outcome and the learning experience involved in the activity. Everyone has their own strengths to shine, and to contribute to a team. Example given was the Lego Robotics Team.*

*How helpful are you as part of a team? - Gracious Professionalism - Activities of a competitive nature can afford people opportunities to be gracious and support others in competitive environments/situations. It is from failure that we learn to improve. In business the concept of failure leading to success, and how to overcome challenges (failures) lead to different outcomes.*

*“Sometimes we win, sometimes we learn” a quote used in educational practices, ties into this concept of competition and performance, or expectations of performance.*

*An example was shared of how we rise to higher expectations. Extensive research shows that that is true. High expectations of teachers for each and every student are what can be the difference for students’ outcomes.*

*Risk taking leads to improved learning outcomes. Make failure okay, so kids don’t want to cover up failures, but rather learn from them.*

*TVHS is doing well, curriculum is available to everyone, as opposed to having different distinct tracks. High expectations remove obstacles, glass ceilings, bumps on the way to success.*

*Providing people with the resources they need results in maximizing their potential.*

*Our final discussion focused on Courage and Hope. Comments from the group included: We are hopeful people who are here today!*

*It takes courage for students to speak up in a classroom. It’s very hard for students to speak out against wrongs that they see or experience.*

*As administrators, we believe that courage can be one of the most powerful tools to help students develop, and can bring some of the most meaningful change. We do have students coming forward to tell administrators what they’ve seen, and we’d like to see students confront these things directly and have the courage to speak out to their peers.*

*As administrators, we’re trying to develop a group mentality of trust, talking about courage, seeing action taking place and behaviors are stopped. Seeing that further supports students coming forward, and having that courage to take action in the future. To have courageous conversations.*

*Creating an idea of a unity pledges on a campus (setting a high expectation of how we want to act on a daily basis) We want to shut down certain behaviors, but you also don’t*

*want to shame, or shut down, that student, so it doesn't result in preventing them from changing their behavior.*

*Setting expectations - Two things, one this doesn't happen in the building, Two, when the line has been crossed, what are my acceptable options? Everyone's expectations are the same, and consistency in the outcome is essential.*

*Punitive issues should have a common understanding, and a very clear policy for the outcomes (consequences) of negative behaviors. Absolutes are needed, and specific consequences that are understood by all the students. There are certain things that are unacceptable. - This is the way our Code of Conduct is written and implemented on all campuses on a consistent basis.*

*We are constantly thinking on the relational level of how we have consequences while not excluding individuals. What are the actions we can take to build someone's understanding of why their actions/behavior are unacceptable? Instead, how can they reflect on their actions and make amends? It tends to happen naturally, from what the administrators have experienced in their schools.*

*The serious, punitive stuff is easier to deal with. It's the more subtle things that this work can start addressing, and using the Ladder of Inference as we work through this will be helpful to the process.*

*Use the tool of brotherhood and sisterhood to call out undesirable behaviors, especially in the area of derogatory, divisive language.*

*These habits are people. The students are these habits. Help the teachers understand that they are these habits.*

Respect, Affirmation, Inclusion - RAI - Ensuring Community

Respect: Within the workplace, Respect looks like a non-judgmental acceptance of others, valuing their contributions and speaking honestly of their efforts in their presence or in the presence of others.

Affirmation: Within the workplace, Affirmation looks like individual acts of validation and support shared with another person privately or in the presence of others.

Inclusion: Within the workplace, Inclusion looks like an open and accepting environment where all are anticipated, welcomed and valued.

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Our next steps include developing the actions that will be taken next in the schools to build community.

Comments/Questions from the group on actions/next steps included:

*Parents need to know the vocabulary that is being used and the meaning of the vocabulary, so they can support the process.*

*Develop an understanding of the Ladder of Inferences with parents/community.*

*Are the ideas from the group being used to develop action items. Yes!*

*How can we bring the two community RAI training groups together and then continue the effort to take this out to more parents and community members?*

*If I have questions, who do I go to exactly on the different areas, to support the process?*

*Courage - Black History Month Contest - Action the district is taking to take steps in the school community to bring more attention to RAI and inclusive actions.*

*Keep it simple. Make it something that everyone can relate to. Identify one single most important thing, that everything else can follow.*

*Our philosophy is we can't do everything at once. We are taking things in simple steps, one action at a time to allow successful implementation. Provide connections for people to agree with us.*

*Be open, genuine and up front in building these relationships. We have to be able to say I'm sorry, this is wrong. Encourage authenticity.*

*Authenticity, and being present, honoring the person who is present,*

*Overarching theme of empathy, actions through empathy for others.*

*Get a group of kids committed to doing this work of RAI Community Building.*

We will keep people informed about next steps as they are developed. Thank you for your participation!