Whole Child Learning + Development Framework: Reflection Tool

Menlo Park City School District articulates its vision for learning environments, leveraging the thinking of a diverse set of perspectives across our community, in the **Whole Child Learning + Development Framework.** Educators use this reflection tool to bring these concepts to life in new ways.

We expect that this content will take multiple forms over time (planning tools, observation forms, less content-heavy reflection sheets, etc). The detailed version below aims to build cohesive alignment, but will be used as the “source code” for other tools down the road.

The framework below represents our incredible community at its best. We are a district that is constantly pushing the boundaries of our practice to deliver on a world-class education for every learner. This ambition, ingenuity, and commitment to growth is infused throughout the document, and will undoubtedly lead to future iterations as we continue to set our sights higher and learn what is useful and not.

Purpose of this tool:	**What it’s not:**	**Some principles for this tool:**
- To articulate what the five elements look like in order to build collective alignment across the district (ie orient towards a bar of excellence) - To allow educators to reflect on the degree to which these elements are coming alive in their classroom, to celebrate progress, to prioritize areas of focus/development - For teams, schools, and the district to identify trends that can orient plans and support (ex: to ID bright spots to learn from; to elevate needs across context for additional PD).	- Evaluative: This is not a tool for judging, assessing teacher quality - Fully objective: This is a tool that relies on self-reflection and criteria that are evolving. We acknowledge that they are useful and orienting, but not fully objective at scale. - Student or age specific: These are snapshots of the class/teacher as a whole, on average, not rating of individual learners. We recognize there’s a variance over time and across learners. We also know that developmentally we will expect progress over time (ie the goal for collaboration might be a “2” in Kinder)	As we tune the below content, we want to ensure it is: - Clear: Captures the essence of these elements. concepts are specific and understandable and for the average user (with a little guidance/training) - Prioritized: focused on an actionable number of the most important items. - A high bar: Paints a picture of excellence will drive learning (ie most people would be 2/3s, not already 4s) - Shows + drives progress: educators can see change over time

Healthy + Collaborative Relationships

Healthy and collaborative relationships are foundational, cultivating a strong sense of belonging. Learners value inclusivity, seek to understand multiple perspectives, and work productively with others.

Tenet	1 *Limited evidence.*	2 *Emerging evidence.*	3 *Solid evidence.*	4 *Exemplary evidence.*
Supportive Relationships	There are limited opportunities for learners to develop deep and caring relationships with peers and adults	There are occasional opportunities for learners to connect and build relationships with peers and adults.	There are frequent opportunities for learners to connect with peers and adults. This does not yet happen systematically or drive towards the quality of relationships (care, challenge, support) that drive personal growth.	Learners have frequent (daily) and meaningful opportunities to connect with peers and adults and form deep relationships and feel valued. There are intentional strategies to develop relationships that integrate care, challenge, and support, and become vehicles for personal growth and learning.
Inclusivity	Implicit bias is not recognized and as a result the learning environment disproportionately elevates one identity and their voices over others in the sources that are used, activities chosen, ways of being that are celebrated	Implicit bias is recognized in a limited way and as a result there are occasional moments (sources/ curriculum used, activities chosen, ways of being celebrated) that affirm and celebrate diverse identities. There are still some voices that are consistently less heard.	Implicit bias is recognized and as a result there are regular moments (sources/curriculum used, activities chosen, ways of being celebrated) to elevate and affirm multiple identities, but these may happen in pockets or isolation. There are informal attempts to ensure all voices are heard in the class.	Implicit bias is recognized and as a result all learners' identities and needs are intentionally, explicitly, and regularly affirmed and celebrated (in sources/curriculum used, activities chosen, ways of being celebrated). There are intentional structures and strategies to ensure all voices are heard.
Productive Collaboration	Work is largely done independently.	There are occasional opportunities for learners to collaborate for learning or advance work together.	There are regular opportunities for collaboration to advance work. There is not yet explicit development to ensure quality, interdependent collaboration (ex: goal setting, delegating work, accountability, reconciling conflict).	Collaboration is a frequent mode by which learners learn and work. learners learn with each other and build knowledge and skills through interdependence. There is regular and explicit development of the skills to ensure it is quality collaboration (ex: goal setting, delegating work, accountability, reconciling conflict).
Family Partnerships	There is limited communication and collaboration between school and families.	There is regular communication with families but is largely one-directional (school to families). Families play a limited role in learner learning.	There is frequent communication with families through accessible, inclusive modes. There are occasional opportunities for two-way communication. Families are occasionally engaged as partners driving learner learning.	The school/teacher communicates with families through diverse, inclusive, streamlined modes. Strategies prioritize two-way communication. Families play critical and explicit roles in learners learning with ongoing tools and supports that enable them to play that role.

Integrated Well-Being

The physical and social-emotional well-being of all learners and educators is supported and developed. Educators nurture the mind, body, and heart of each learner. Learners practice self-regulation, develop self-awareness, and show compassion for others. [Social-emotional learning = SEL]

Tenet	1 *Limited evidence.*	2 *Emerging evidence.*	3 *Solid evidence.*	4 *Exemplary evidence.*
Explicit SEL Instruction + modeling	There is limited or implicit teaching and modeling of SEL skills and practices.	There is occasional explicit instruction focused on SEL skills and practices. This may not build towards a coherent set of outcomes or be transparently modeled by adults.	There is regular instruction focused on a concrete and coherent set of SEL skills and practices. Adults implicitly model these practices.	There is frequent (daily) and explicit instruction on a coherent set of SEL skills and practices for learners. Adults regularly and transparently model these practices.
Integrated Practice + Feedback	SEL skills and practices happen siloed from academic content. learners receive limited specific feedback and support in growing targeted skills.	SEL skills and practices are occasionally integrated into other learning spaces but mostly in opportunistic or implicit ways. Limited direct feedback and coaching on specific SEL learning goals.	There are regular and explicit opportunities to practice SEL skills. Feedback on SEL skills is occasional, high-level, or largely in response to challenges.	The majority of learning opportunities intentionally and explicitly combine academic learning goals with SEL goals. Learners have the opportunity to reflect and get specific feedback on SEL goals (both positive and constructive).
Self-Regulation	There is little to no explicit development on identifying emotions or building regulation strategies. Learning community operates primarily through extrinsic incentives and rules.	There is occasional development or support on identifying emotions and using regulation strategies. Community leans on rules and extrinsic incentives. Self regulation is inconsistently reinforced in moments of challenge.	There is regular development and support for learners to build knowledge of self and strategies to self-regulate. Community operates off a mix of extrinsic incentives and collective commitments and self-regulation.	Explicit instruction focused on developing self-regulation, including opportunities to identify emotions and use strategies to refocus and productively learn on a consistent basis. Community primarily operates off collective commitments and self regulation.
Self-Awareness	Learners have limited opportunities to reflect and grow deeper knowledge of self.	Learners have occasional opportunities to reflect on their values, strengths, interests, goals but not explicit opportunities to refine this understanding or apply it to their learning.	Learners have regular opportunities to grow their self knowledge and apply this to their learning (setting goals, connecting to content).	Learners are consistently and explicitly growing knowledge of self (understanding of values, strengths, interests, goals).

Learner Centered

Educators honor each learner's interests, strengths, and needs in order to shape the environment and experiences. Learners are active participants in their learning as they gradually take ownership.

Tenet	**1** *Limited evidence.*	**2** *Emerging evidence.*	**3** *Solid evidence.*	**4** *Exemplary evidence.*
Learner Interest + Choice	Learning is rarely tailored to learner interests, passions, strengths.	There are occasional moments or strategies to explore learner interests, passions and strengths. Occasional links between learner interests and learning, but may be superficial.	Teachers make time to get to know interests, strengths, and passions for all learners. This may happen organically but not for all learners. There are regular opportunities for learners to marry their learning to their own motivations (these opportunities might be siloed from core instruction)	There are frequent, intentional, and planned opportunities to know learner interests, strengths and passions. This happens consistently for all learners. Learners have deep and meaningful ways to pursue their interests and passions (both independently and embedded into core instruction)
Ownership + Agency	Learning activities are decided and directed by teacher.	There are sporadic moments throughout the day where learners have limited opportunities to take ownership of their learning. There is limited skill and knowledge development to help them do that effectively (how to set goals, choose the best method of learning, organize work tasks).	There are regular opportunities for learner choice about what or how they learn. There is skill and knowledge development to help them do that effectively (how to set goals, choose the best method of learning, organize work tasks).	There are consistent and meaningful opportunities for learners to decide and direct what and how they are learning. There is explicit skill and knowledge development and routines to help learners effectively drive their learning process (how to set goals, choose the best method of learning, organize work tasks).
Plan for Learner Variability	Learning is largely designed to happen in one way for most learners, and does not acknowledge jagged learning profiles.	There are occasional efforts to differentiate learning activities to meet the needs of specific students, but not the broader, variable needs of all learners.	Learning is often personal and allows for learners to make choices in either the goals or methods (what or the how) to match the unique learning needs of students. Efforts are made to support learners pacing towards grade-level mastery. Technology may be occasionally leveraged in age appropriate ways to differentiate for unique learning needs and goals.	Learning experiences are consistently designed to ensure access for each and every learner to make choices about goals and methods (what + how) that are right for each learner. Systems are designed for learners to have robust support in the classroom and at the school and ensure all learners are on path to mastering grade-level content. Technology is leveraged in meaningful, integrated, age appropriate ways to differentiate for unique learning needs and goals.

Competency + Evidence Based

Educators guide learners toward mastery of grade level content and skills, recognizing that all learners are unique and require different pathways towards competency. Educators use formative and summative assessments on a continuous basis to gather evidence of learning, inform instruction, and provide actionable feedback for each learner.

Tenet	1 *Limited evidence.*	2 *Emerging evidence.*	3 *Solid evidence.*	4 *Exemplary evidence.*
Transparent Success Criteria	Learning targets are often implicit or vague and the criteria for success are not shared with learners.	Learning targets are occasionally made explicit to learners. Learners may not understand what success looks like for these targets.	Learning targets (what and why) are consistently made explicit to learners Learners consistently understand what success looks like because the criteria is explicitly shared.	Learning targets and progressions are defined and made transparent, and internalized by students. Learners use success criteria to strive for the next level of performance. Learners have the opportunity to shape and define their goals as a learner based on the targets, success criteria, and learning progression.
Holistic Assessment of Learning	Learner and educator understanding of progress and mastery comes largely from summative assessments. Evidence primarily used by educators.	Summative assessments are supplemented with some informal but limited formative assessments. Evidence primarily used by educators.	There are regular formative assessments (exit tickets, quizzes, work samples, etc) that inform an understanding of progress towards learning goals. This information is primarily owned and used by educators. Data periodically shapes concrete shifts in instruction and learner supports.	Frequent, high-quality formative assessments provide data to understand progress toward learning goals Assessments include broad learning goals--academic, SEL, learner profile aims Data is owned, used, and gathered by both educators and students. Instruction and support are adapted in ongoing fashion based on this data (ex: every unit, class, within lessons).
Feedback	Feedback is limited and imprecise (i.e. relies on grading of assessments/what is right or wrong).	Feedback is primarily delivered through grading and summative assessments, but with periodic individualized support and guidance.	Specific and actionable feedback is a regular part of learning.	All learners get daily, specific, and individualized feedback on their work. Feedback comes from a variety of sources and provides clarity on performance against mastery and concrete actions to improve.

Meaningful Work

Educators create real-world learning experiences that are engaging and relevant for learners. Inquiry-based experiences immerse learners in interdisciplinary curriculum designed to deepen learning and broaden perspectives. Learners are empowered to demonstrate their learning in a variety of authentic ways.

Tenet	1 *Limited evidence.*	2 *Emerging evidence.*	3 *Strong evidence.*	4 *Exemplary evidence.*
Real-World and Authentic Learnings	Learning has little direct connection to learners' lives and the world around them.	There are superficial connections between learning activities and relevance to learner's lives. Learners may have periodic experiences that dig deeply into a real-world challenge.	Learners are regularly engaged in work and learning that is tied to the real world, but those connections are still mostly driven by teachers. Final work or assessments may take a form that is inauthentic to the real world.	Learning is consistently anchored in real-world questions/challenges that are meaningful to learners' lives. These topics and questions are actively pulled from learner experience or directed by learners. Learning is demonstrated in authentic ways and to authentic audiences.
Higher-Order Thinking	The majority of learning exists at the factual-recall level.	There are occasional opportunities when learners are asked to leverage higher order thinking (analyze, apply, evaluate, create). [~1/5 lessons ask students to leverage these skills] Learners receive limited explicit instruction/feedback on those skills.	Learning often asks for learners to access higher order thinking skills (analyze, apply, evaluate, create). [~1/2 lessons scaffold to this level of thinking] Learners receive occasional, explicit instruction on those skills.	All learners are frequently asked to leverage higher-order thinking skills (analyze, apply, evaluate, create) [nearly all lessons create opportunities to engage in higher order thinking and effectively scaffold to this level of thinking] There is frequent explicit instruction and feedback on those higher-order thinking skills.
Integrated Thinking + Making Connections	Content is largely organized and taught within discrete subjects/topics.	Students are sometimes prompted to make connections to other disciplines/topics/ experiences. These opportunities may be sporadic or superficial.	Students are regularly asked to make connections to other disciplines and topics. These opportunities may be opportunistic/not intentionally designed to demand using content and skills across disciplines.	Students are frequently (~daily) asked to leverage content and skills across disciplines and topics to tackle complex questions. There are intentional learning experiences designed to be inter- and intra-disciplinary to foster this type of thinking.