

Leadership for Respectful Classrooms and Productive Classroom Discussions: Recommendations for District, Charter, and School Leaders

Respect is acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures and traditions (Utah's Portrait of a Graduate, USBE, 2018). It is important for district, charter, and school leaders to provide support to educators and school staff as school teams work together to create respectful classrooms where students from all backgrounds can come together, learn, and be successful. This support may include clear guidance around the [Four Keys for Successful Implementation](#), [access to high-quality professional learning](#) on evidence-based practices, and implementation support to build educator practice and confidence. **Below are seven recommendations for district, charter, and school leaders to promote and support respectful classrooms and productive classroom discussions.**

RECOMMENDATION 1: *Focus efforts to understand what educators need to create respectful classrooms and to facilitate productive classroom discussions*

- Questions to Consider:
 - What concerns do your educators' have?
 - What support would your educators appreciate?
 - How can you ensure you are continuously aware of and responsive to your educators' concerns and needs?
- Stakeholder Feedback Resources:
 - [School Climate Survey](#)

RECOMMENDATION 2: *Provide support for school leaders to develop the leadership skills and practices required to support school-wide implementation of respectful classrooms and productive classroom discussions*

- Questions to Consider:
 - What evidence-based leadership skills and practices support the development of respectful classrooms and productive classroom discussions in your context?
 - What systems of support are in place to help leaders develop evidence-based leadership practices?
- Leadership Resources:
 - [How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research](#)
 - [Utah School Leader Support Frameworks](#)

RECOMMENDATION 3: *Utilize evidence-based instructional practices to create respectful classrooms and to facilitate productive classroom discussions*

- Questions to Consider:

- What evidence-based practices can your educators utilize to create respectful classrooms and productive classroom discussions in schools?
- How familiar are your educators with these evidence-based practices?
- Evidence-Based Practices Resources:
 - Classroom Discussion ([Effect Size 0.82](#))
 - [Why Should Students Lead Discussions?](#)
 - [Orchestrating Productive Classroom Discussions](#) (USBE Developed Resource)
 - [Small Shifts in Teacher Talk Make a Big Difference - ASCD](#)
 - [Creating Collaborative Norms in Classrooms](#) (USBE Developed Resource)
 - Questioning ([Effect Size 0.48](#))
 - [Unleashing the Potential of Classroom Questioning](#)
 - Reciprocal Teaching ([Effect Size 0.74](#))
 - [Leaders Coaching Leaders Podcast: Accelerating Learning After COVID-19 \(Episode 10\)](#)
 - Trusting Classroom Learning Environment ([Effect Size 0.72](#))
 - [Five Elements of a Positive Classroom Environment](#)
 - [Countering Misinformation Professional Learning Video](#)

RECOMMENDATION 4: Build educator confidence and capacity to create respectful classrooms and to facilitate productive classroom discussions through high-quality professional learning

- Questions to Consider:
 - What professional learning opportunities would your educators value as they work to implement respectful classrooms and productive classroom discussions in schools?
 - What does professional learning currently look like in your context?
- Professional Learning Resources:
 - [Effective Teacher Professional Development](#)
 - [Utah Professional Learning Standards](#)

RECOMMENDATION 5: Connect teachers with implementation support to create respectful classrooms and to facilitate productive classroom discussions through high-quality professional learning

- Questions to Consider:
 - What systems of support are currently in place for teachers?
 - How are you supporting your teachers' implementation of respectful classrooms and productive classroom discussions?
 - Do those who support your teachers have access to ongoing systems of support?
- Teacher Support System Resources:
 - New Teacher Mentors - [USBE Resources](#)
 - Instructional Coaches - [USBE Resources](#)
 - Teacher Leaders - [USBE Resource](#)

- PLCs: [All Things PLCs](#)

RECOMMENDATION 6: *Engage in feedback practices that support growth and development as educators implement evidence-based instructional practices to create respectful classrooms and to facilitate productive classroom discussions*

- Questions to Consider:
 - How are you leveraging opportunities to provide timely and descriptive feedback to educators to help them develop the knowledge and skills they need to create respectful classrooms and facilitate productive classroom discussions?
 - How do school leaders receive timely and descriptive feedback on how to provide effective feedback to teachers?
- Educator Feedback Resources:
 - [Seven Keys to Effective Feedback](#)
 - [Four Ways to Give Good Feedback](#)

RECOMMENDATION 7: *Seek evidence of the impact of educators' efforts to create respectful classrooms and to facilitate productive classroom discussion on students*

- Questions to Consider:
 - What impact are your efforts to create respectful classrooms and productive classroom discussions having on students? How do you know?
 - What opportunities do you have to make a greater impact on students?
- Student Impact Resources:
 - [School Climate Survey](#)
 - [SHARP Survey Reports](#)

RESOURCES:

School districts and charter schools have the duty to select instructional materials that best correlate to the core standards for Utah public schools and graduation requirements. (UCA 53G-4-402(1(a))). Posting of these resources does not imply the resources have received official USBE endorsement. Educators are responsible to ensure use of these materials complies with school district or charter school policies and directives.

GUIDANCE:

This guidance is not mandated or state required. School districts and charter schools have the authority and flexibility to meet their individual needs and be responsive to their communities.

THIRD-PARTY LINKS:

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