

Unit 2, Activity 3: Link research with practice

Purpose	To recognize essential elements that have been documented in research and describe them as they appear or should appear in practice.
Time	80 minutes
Required roles	Participants; facilitator; notetaker

Individual consideration

Approximate time: 10 minutes

This practice is described in the following statement: *Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail.* Consider what you have read in the [required text](#) and observed in the [film clip](#) about that practice. Review them if you need to. Then, thinking about your own experience, make a list of key ideas about each of the essential elements — safety, cooperative spirit, fruitful relationships. Enter your notes.

Dialogue and discussion

Approximate time: 30 minutes

In small groups, draw on your notes from “Individual consideration” on page 1 to describe essential elements addressed when cultivating a climate hospitable to education. The facilitator will moderate a round-robin method to allow each participant to (a) describe essential elements, (b) identify evidence of practices, and (c) raise questions principals might ask themselves or others when working to address the element. Enter your responses in the chart on pages 2–5. An example is given for “Safety” in green type.

Essential elements	Description	Evidence in practice	Questions
Safety	Safe, supportive schools are characterized by norms, values, and expectations that support people feeling socially, emotionally, intellectually, and physically safe.	<p>Campus has a safe school climate plan.</p> <p>Facility and infrastructure is in good repair and maintained regularly.</p> <p>Parents are engaged and welcomed.</p> <p>Faculty and staff engage in professional learning about school climate; identifying and reporting bullying; and working with parents to improve student learning.</p>	<p>What alignment exists between campus and district policies and school climate plans?</p> <p>What is the role of the building principal in establishing norms, values, expectations at the district level and linking them to the campus?</p> <p>What role does the principal play in building external relationships that expand access to services (e.g. counseling, anger management, peer mediation)?</p>

Essential elements	Description	Evidence in practice	Questions
Safety			

Essential elements	Description	Evidence in practice	Questions
Cooperative spirit			

Essential elements	Description	Evidence in practice	Questions
Fruitful relationships			

Essential elements	Description	Evidence in practice	Questions
Other: Teaching and learning			

Essential elements	Description	Evidence in practice	Questions
Other: External environment			

The facilitator will focus on one element at a time and work to keep all group members involved. Participants will identify any other elements and complete the chart. After completion the facilitator and participants will use the following questions to guide group discussion:

1. What is essential for principals to know when attempting to cultivate a hospitable climate?
2. How do principals diagnose or gauge areas supporting or inhibiting a hospitable climate?
3. What can principals do to address varied climate expectations and concerns among school group members?
4. When should principals seek external support and assistance to cultivate a climate hospitable to education?

Essential elements of practice

Approximate time: 10 minutes

Review the statement about this practice: *Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail.*

Think about what you have recalled from your review of research, your own experience, elements you discussed and documented in the table on page 2 and 3. Then, based on group members' understanding of its essential elements, use the space below to make a collective summary statement about this practice:

Summaries and interpretations

Approximate time: 30 minutes

A notetaker will record your group's summary statement on flip chart paper or white board or web-based workspace and share with others. Participants should be prepared to share each group's statement with the whole group. As others share their statements, identify similarities and differences, and consider different interpretations of essential elements. Collectively discuss any observations made and insights gained through this discussion.