



WHOLE GIRL EDUCATION PRACTICES

CAPSULE DESCRIPTIONS & CLASSROOM INDICATORS

VOICE

Students are encouraged and given opportunities to express their opinions, ideas, and all facets of their identities in and out of the classroom. Students engage in robust classroom discourse and provide input into instructional and curricular decision-making. Students use their voices to shape the school environment and are ready to lead in college and beyond.



Voice in the Classroom

- Engaged discussion among students for a significant portion of the lesson.
- Student initiated questioning or student developed questions.
- Student sharing of their own understanding, ideas, experience, or opinions.
- Student choice or direction in the content or process of the lesson.

CONNECTION

Students associate positively with school and have a healthy sense of belonging in both their in- and out-of-school communities. The school promotes and models connectedness – among students, the student to the school, to teachers, to self, to family, to community.



Connection in the Classroom

- Teacher-student and student-student interactions demonstrate respect and care.
- The teacher exhibits and utilizes personal, academic, and/or instructional knowledge of students.
- Students can express the objectives of the lesson and its importance to them, academically, personally, to their life goals, to their understanding of the world.

IMPRINT

Student voice, expression, and input shape the school culture and environment. Students see themselves and their work reflected in the space around them and also have opportunities to leave a lasting mark on the community.



Imprint in the Classroom

- Student work visibly posted in the classroom.
- Student leadership role in the classroom or lesson. (Discussion leader, peer tutor, etc.)
- Student choice or input in content of the lesson or unit. (choice of topic, text, problem, essential/key questions, etc.)

CULTURAL RELEVANCE

The school employs practices of culturally responsive teaching that embrace students' identities, sees diversity as a source of knowledge, and explicitly engages questions of equity and justice. Students' cultural backgrounds, interests, and lived experiences are embedded in all aspects of teaching and learning within the classroom and across the school.



Cultural Relevance in the Classroom

- Topics, texts, and/or contexts, reflect or connect with the diversity of identities, interests, and lived experiences of the students.
- The teacher exhibits the qualities of a "warm demander" expressing warmth and care, while holding students to high expectations and offering appropriate support.
- Issues of social justice relevant to the students are explored, discussed, analyzed

ACADEMIC RIGOR

Students engage in a college-prep curriculum to garner the skills, tools, resources, and confidence that they need to achieve success in high school, college, and beyond. Productive struggle is valued in the classroom and student achievement is supported with ample and appropriate supports and scaffolding.



Academic Rigor in the Classroom

- Work is designed to maximize students' "productive struggle" and avoid dis-engagement due to the work being overly easy or overly frustrating.
- Students are provided with the necessary supports to achieve the objectives of the lesson.
- The lesson addresses students' individual academic needs and learning goals.
- The lesson addresses relevant grade appropriate academic standards.



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RITUALS & TRADITIONS

The school designs and establishes special events and experiences that engender students' sense of belonging in the school, affirm the school's high regard for and high expectations of students, and celebrate student progress, growth, transition, and achievement.

Rituals & Traditions in the Classroom

- Traditions celebrate students' accomplishments and progress
- Rituals support classroom procedures and routines and create a safe environment where students know what to expect
- Students feel a sense of belonging and ownership over their community

RESTORATIVE PRACTICES

The school implements policies and practices that provide a safe environment for all students, promote a healthy school community, and respond to incidents with trauma-informed approaches that repair relationships or harm done to the school community.

Restorative Practices in the Classroom

- School staff engage in courageous conversations around race, equity, identity, cultural awareness, implicit bias, and/or systemic injustices.
- Responsive circles and mediation address low-level incidents when they occur.
- Teachers address issues in the classroom whenever possible (avoid sending students out)

COLLABORATION

Students work together, in and out of classrooms, to achieve goals, solve problems, provide mutual support, and accelerate learning. The school facilitates collaboration through lesson design, classroom set-up, and project-based learning.

Collaboration in the Classroom

- Collaborative problem-solving, question answering, planning, creating, etc.... among pairs or small groups of students
- Peer tutoring, peer support, peer feedback, peer editing, etc.
- Small group or paired discussion of open-ended questions

GENDER CONSCIOUSNESS

Students explore and are empowered by the gender component of their identity. Gender is used as a lens of analysis in the classroom and in school-wide decision making. Active steps are taken to undermine gender bias in the curriculum and in the school environment.

Gender Consciousness in the Classroom

- Topics and texts reflect perspectives of women authors, women subjects (female protagonists, etc), and women's issues.
- Gender is used as a lens of analysis.
- Gender bias is addressed, critiqued, and undermined.
- Adults use language that affirms and empowers students' gender identity.

COURAGE CULTIVATION

Students move beyond their comfort zones in safe environments to build confidence, increase aptitudes, and expand their perspectives. The school offers opportunities for intellectual risk taking and social courage in a supportive environment. Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or uncomfortable.

Courage Cultivation in the Classroom

- Students are comfortable answering questions, asking for help and engaging in discussion, even when unsure or uncertain.
- Students take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or not preferred by them.
- Students are expected to take part in all aspects of the lesson and all students are expected to achieve the objectives of the lesson.

ATTENTION TO RELATIONSHIPS

Adults in the school pay close attention to student relationships, intentionally and actively supporting positive student interactions and friendships and promoting student development of interpersonal skills.

Attention to Relationships in the Classroom

- Students are given opportunities to work with and develop relationships with all classmates
- Class time is used to strengthen student relationship and interpersonal skills
- Efforts are made to identify developing conflict and intervene early before it escalates.