

# Description of Our Session:

Session Title: **All Roads Lead to Agency and Dignity: Equitable Foundations to Strategic Leadership**

Presenters: **Aaron Lee, Executive Director for Equity and Student Outcomes, Orting School District**  
**Edward Hatzenbeler, Superintendent, Orting School District**  
**Cliff Fries, Principal, Orting High School**

Description: **This session will offer a research-based “game changers” that inspired our district to examine its core practices in instruction, intervention, and professional growth – agency and dignity. We will discuss specific leadership practices that disrupt inequitable and ineffective practices as well as innovative steps we have taken to operationalize a district-wide strategic plan and school improvement goals centered on equitable outcomes for students with a foundational core of dignity and agency.**

Date and Time: **Monday, June 26 10:00-10:55 a.m.**

Room #: **401B**



# Three Year Equity Progression in Orting Schools

Year **1**

## **Strategic Stakeholder Input and Plan Development**

Formulating a strategic plan through elevating student voice. Seeking community, family and staff input and partnership.



Year **2**

## **Strategic Implementation: An Equity Focus & Vision-Agency and Dignity**

Growing towards equitable outcomes through sense-making and collaboration with stakeholders



Year **3**

## **Strategic Coalitions Through Collaborative Implementation**

Developing our strategic work through community, family, staff, and student coalitions.



Year 1

## **Strategic Stakeholder Input and Plan Development**

Formulating a strategic plan through elevating student voice and seeking community, family and staff input and partnership.





# Community Input: What Do You Want Orting Schools to Be?

## Vision:

- Care, respect, kindness and support
- Make a commitment to students
- Embracing diversity, inclusion and equality
- Focus on student learning
- Individual support and personalization

## Areas to Improve:

- Higher expectations for behavior and academics
- Listening and partnering with the community
- Collaboration and connection with the Orting community

## What Should We Explore Further:

- Empower students and staff
- Center and empower student voice
- Support students with their learning

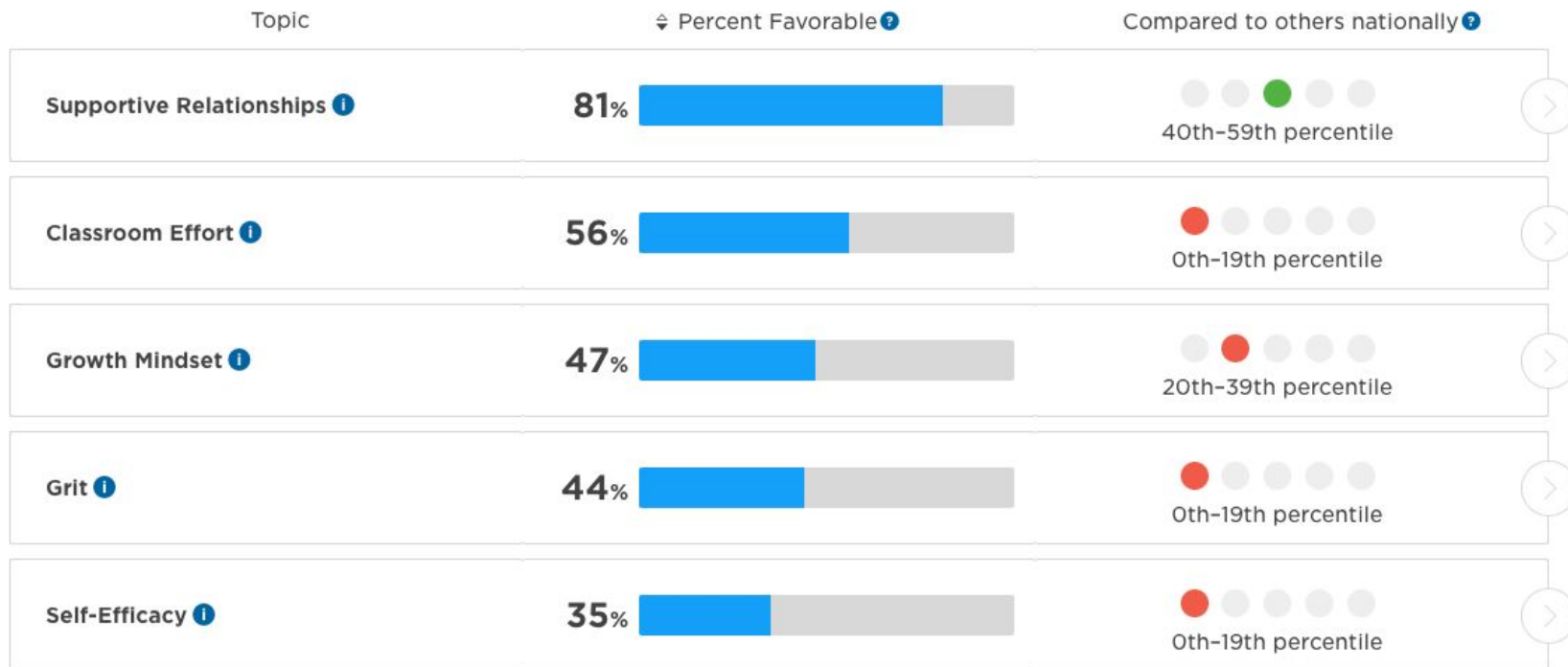









Grades 6–12

750 responses | [show breakdown](#)

Save as PDF



## Summary

Topic Description	Results	Benchmark
<b>Classroom Effort</b> How much effort students exert in key behaviors that correspond to successful learning and course performance.	66%	 0th - 19th percentile compared to others nationally
<b>Grit</b> How well students are able to persevere through setbacks to achieve important long-term goals.	51%	 0th - 19th percentile compared to others nationally
<b>Growth Mindset</b> Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	52%	 40th - 59th percentile compared to others nationally
<b>Self-Efficacy</b> How much students believe they can succeed in achieving academic outcomes.	47%	 0th - 19th percentile compared to others nationally
<b>Supportive Relationships</b> How supported students feel through their relationships with friends, family, and adults at school.	87%	 40th - 59th percentile compared to others nationally

November Summit Listening Session 2 ☆ ↻ ☁

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A1	-	$f_x$	What academic behaviors do you see that prevent students from reaching their summits?
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# Student Equity Summit Feedback



# Student Equity Summit Listening Session

Prompt: *What behaviors do you see that prevent you and others from reaching your summit?*

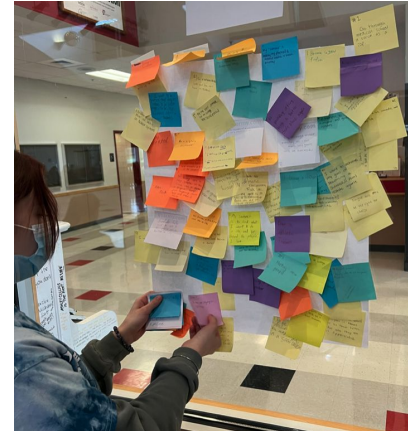
- *Disrespect and discrimination with no consequences or action*
- *Loud disrespectful comments towards teachers and students*
- *A lot of people are scared and they think their opinions don't matter*
- *Discrimination, racism, homophobia, transphobia*
- *There are certain people that ruin my confidence by bullying to be "cool"*
- *Blatant disrespect and no effort to try to be nice*
- *Not being open minded or shutting down others*
- *Lack of good friends, and more "fake" friends*
- *Teachers favoring some people over others.*
- *Boring work, learning things that I don't care about.*



# Student Equity Summit Listening Session

Prompt: *What changes in your classrooms could help you reach your summit?*

- *We need to learn things that actually matter.*
- *We need teachers that really care about us and know who we are.*
- *Teachers need to stop kids from being disrespectful and rude.*
- *We need to be able to be who we are and not have to pretend to make other people happy.*
- *Class needs to be more fun.*
- *Teachers need to talk less and let us work with one another.*
- *We need to be safe.*
- *Teachers need to know, understand, and appreciate us.*





## We started to realize...

- Our own comfort was more important than our student's reality.
- Luck was playing a large role in student success and failure – particularly for historically marginalized students.
- Students didn't have agency and they were demanding it.
- In-spite of students reporting strong relationships with adults, they lacked connection to the adults in the learning.



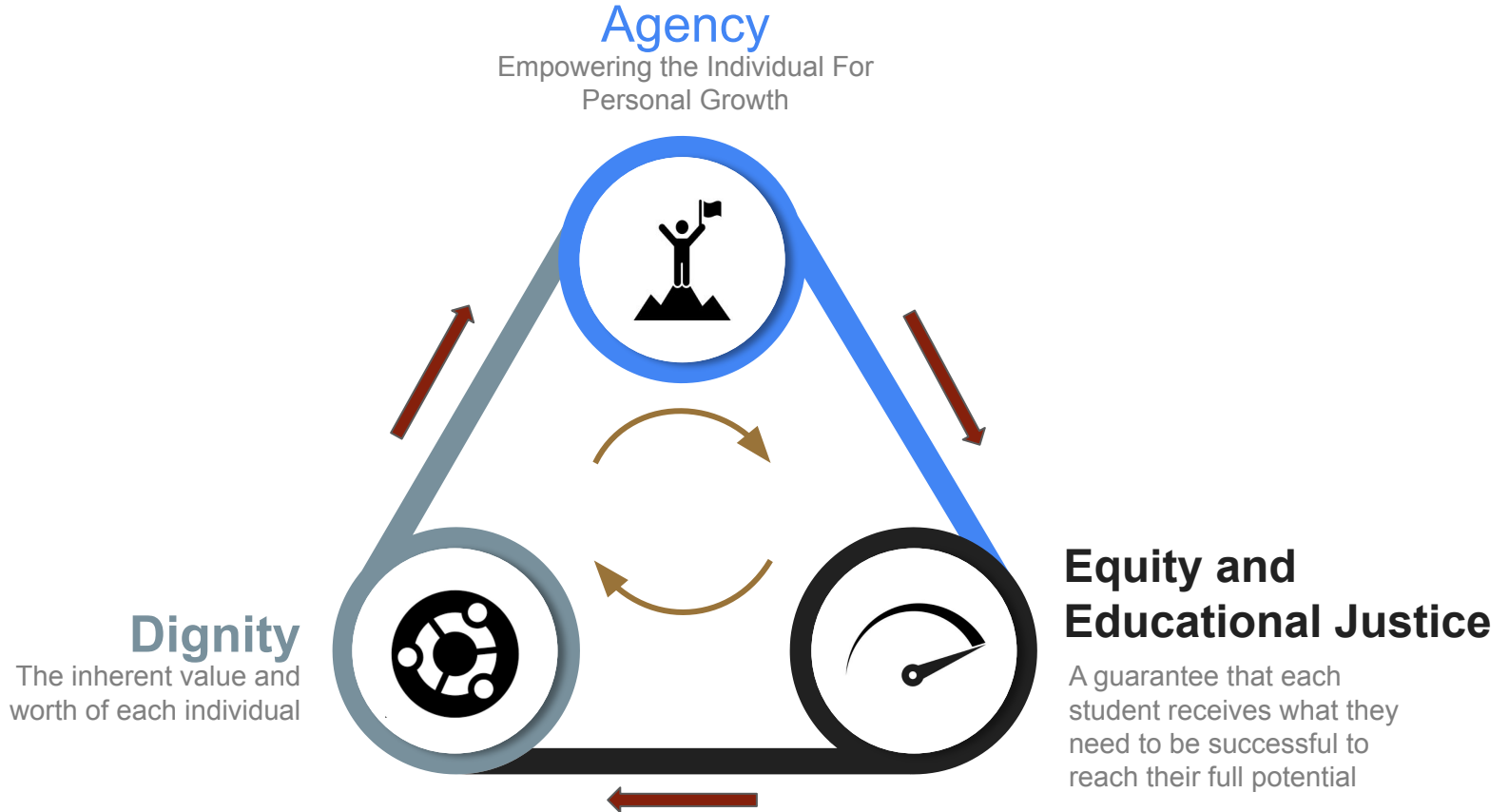


# Strategic Planning Centered on Community Values

- Holding our students and their families lives in reverence
- Centering our high expectations on inherent human value - dignity
- Empowering students, staff and leaders to develop their agency
- Co-Creating and implementing a shared belief and vision of excellence
- Centering student voice as a change agent



# Agency - Equity - Dignity



# Student Agency in the Orting School District

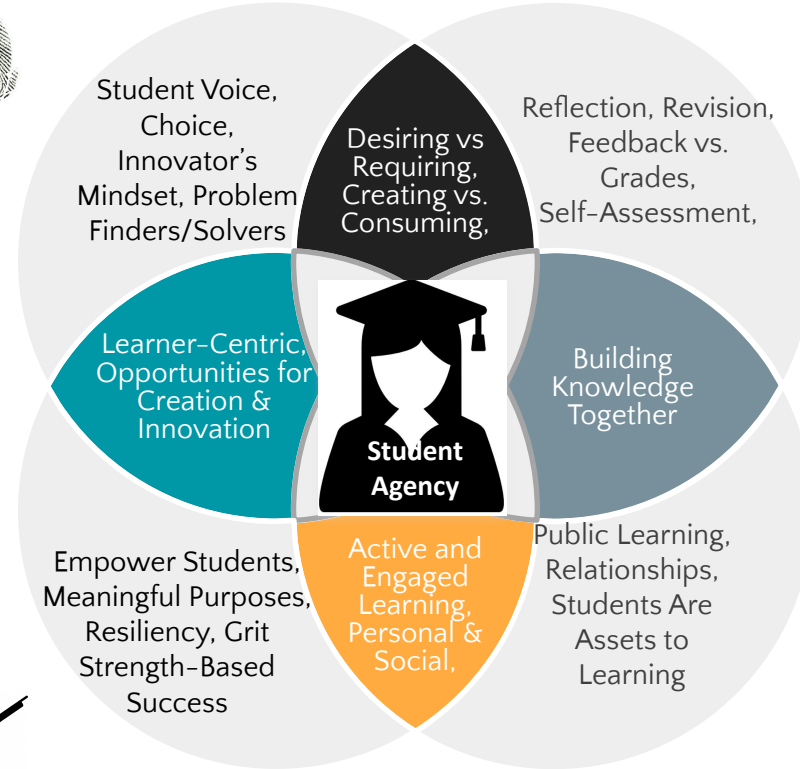
## Valuing Identity

Personal ways of being and learning are known, used and valued.



## Mastery

Ability to show what is learned in ways that are meaningful to the student.



## Efficacy

Students have a feeling and belief that they can make a difference to produce a desired result.



## Belonging

Students know who they are and that they are seen and loved by others



# Agency: Ownership and Authority Over Learning

## High Agency

## Low Agency

Student Centered

Teacher Centered

Student Voice

Authoritarian

Constructivism

Transmission

Active

Passive

Doing

Watching

Elective

Compulsory

Intent Participation

Assembly Line

In Control

Programmed

## Low Agency

Lost  
Anxious  
Overwhelmed  
Frustrated  
Stressed  
Bored  
Desperation  
Discouraged  
Disconnected  
Disenchanted  
Frustrated

Disheartened  
Pointless (In one ear  
out the other)  
Hopeless  
Upset  
Distracted  
Unmotivated  
Inconsistent  
Irritable  
Worried  
Lacking purpose  
Meaningless

## High Agency

Inspired  
Relieved  
Comprehension  
Challenged (in a good  
way)  
Attentive  
Empowered  
Anxious  
Energised  
Interested  
Happy  
Confident

Committed  
Dedicated  
Engaged  
Focused  
Excited  
Passionate  
Willing  
Proud  
Powerful  
Motivated  
Hopeful  
|





# Elements of Dignity

## Acceptance of Identity

Support expressions of their authentic self

## Safety

Feeling of ease from physical and psychological harm

## Recognition

Validation of strengths and contributions

## Independence

Provide chances to develop agency

## Acknowledgement

See and communicate other's personal success and struggles



## Understanding

Listen, Hear, Empathize, with other's ideas, thoughts and opinions.

## Inclusion

Welcome others and send invitations to join.

## Fairness

Equitable treatment of each person and all people collectively.

## Accountability

Recognize any negative impact you have caused and make amends

## Benefit of the Doubt

Extend trust and faith; take others at their word.



# Dignity First Cohort



Dean

Zae

Claire

William

Aaliyah

Raleigh

Halley

Hennessy

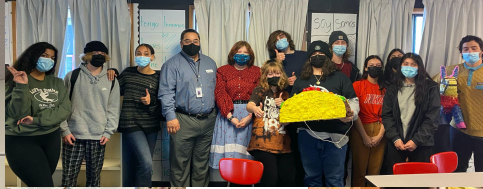
De'Juan

Dani

Divin
















Jaedin

Scar



# Essential Elements of Dignity

From Dr Dana Hicks "Dignity: Its Essential Role in Resolving Conflict"

<p><b><u>Acceptance of Identity:</u></b> Support, expression of people's authentic selves without judgement.</p>  <p>William</p>	<p><b><u>Safety:</u></b> Feeling of ease from physical and psychological threats and harm.</p>   <p>De'Juan and Hailey</p>	<p><b><u>Recognition:</u></b> Validation of each person's strengths and contributions.</p>  <p>Dani</p>
<p><b><u>Independence:</u></b> Ensure the opportunity for personal agency (Efficacy, Belonging, Mastery &amp; Identity)</p>  <p>William</p>	<p><b><u>Acknowledgement:</u></b> personal concerns matter and should be addressed</p>   <p>Jaedin and Claire</p>	<p><b><u>Understanding:</u></b> Authentically listening to thoughts ideas and opinions</p>  <p>Zae</p>
<p><b><u>Inclusion:</u></b> All are not only welcome but are issued invitations to join.</p>  <p>Hailey</p>	<p><b><u>Benefit of the Doubt:</u></b> Extend trust and faith. Take people for their word and believe them.</p>  <p>Dean</p>	<p><b><u>Fairness:</u></b> Treat people with equity</p>   <p>Divin and Hennessy</p>
	<p><b><u>Accountability:</u></b> Apologize for causing harm</p>   <p>Scar and Aaliyah</p>	 <p>Mr. Portillo</p>





# Mission

In strong partnership with our families and community members, Orting School District will engage and develop the unique interests and talents of every learner as they apply their education in creative and inventive ways. Through high expectations and relevant opportunities to learn and grow in a caring, supportive environment, we will ensure each of our children feels connected, inspired, and empowered to create a better present and future!

# Vision

In an environment of high expectations with high levels of support, we desire to have each student:

- Make personal meaning through creation, exploration and invention.
- Engage in meaningful, relevant learning, leading to deeper understanding.
- Believe their success makes a difference and their goals matter.
- Connect through meaningful relationships where they are heard, seen and loved by others.

# Core Values

- We foster high expectations, continuous growth and high achievement.
- We understand and cultivate the unique needs and interests of learners through relationships and personalization.
- We embrace a culture of creativity, exploration and innovation to sustain our growth and improvement.
- We commit to removing barriers to learning to ensure our schools are inclusive and equitable.
- We believe ongoing communication, collaboration and community engagement are essential.

# Orting School District Strategic Goals



## Student Agency

Each student develops a sense of efficacy and ownership in their learning through experiences that compel them to show their learning in ways that are meaningful to them personally in an environment where they are known and loved.



## Academic Achievement

Each student meets rigorous academic outcomes that produces a well-rounded and civic-minded learner while positioning them in a successful career pathway of their choosing



## Community Partnership and Connection

Each student's educational experience will be enriched and supported through partnerships with families and our community.



## Supporting the Whole Child

Each student will be successful given the right support at the right time through developing all aspects of a student while recognizing and eliminating barriers to learning.



## Student Support Systems

Each student's success will guide and inform systems that leverage the power of our collective expertise to support strong core instruction, intervention and enrichment.

Year 2

## **Strategic Implementation: An Equity Focus & Vision- Agency and Dignity**

Growing towards equitable outcomes  
through sense-making and  
collaboration with stakeholders



# Red Thread: Equitable Outcomes Through Agency and Dignity

## Problem of Practice:

### Systemic Barriers

*Disempowerment and undignified values and behaviors negatively impacting equity, educational justice and outcomes for students and families aligned to developing agency.*

## Theory of Action **What Will Make a Difference?**

*Co-developing a shared value and essential outcomes aligned to agency and dignity will compel our system to address inequities and produce equitable outcomes for students.*

## Implementation Plan **Strategic Leadership**

- *Systematic sense making of equity through agency and dignity.*
- *Empower and leverage community, family, student, staff and leadership voice.*
- *Embed agency and dignity values and strategies in our strategic work*

## Implement & Monitor **Keeping the TOA Alive**

- *Monitoring of goals*
- *Stakeholder feedback*
- *Observations and walk-throughs*

## Vision For Success

### **What Does “Done” Look Like?**

- *Core-instructional practice reflecting student outcomes of agency and dignity.*
- *Equitable Outcomes: Personal Connection, Life Skills, Empowerment, Motivation and Relevance*
- *Quantitative and qualitative gains in closing achievement gaps.*
- *Strong community partnerships*
- *Healthy student and adult culture*



# Superintendent Led Cabinet Walkthroughs With Building Principals Looking For Evidence of Strategic Goals Set Around Student Agency

## OSD Classroom Walk-Through Protocol

What will be the focus of our walk-throughs today? How does this connect to your school goals?  
DHS- 2-27-23  
Diversity as an instructional tool -> using diversity using diversity

What do you expect to see or hear regarding this focus area?  
Diversity as an instructional tool -> using diversity using diversity

Evidence Gathering  
What do we see and hear teachers say/do related to this goal?  
What do we see and hear students say/do related to this goal?

Handwritten notes in the first column of the first page, detailing observations related to diversity as an instructional tool.

What does the evidence indicate about student/teacher strengths regarding the focus area? What makes you say so?  
Handwritten notes in the second column of the first page, detailing evidence of student/teacher strengths.

What are your next steps for professional learning? What support is needed?  
Handwritten notes in the third column of the first page, detailing next steps and support needs.

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What does the evidence indicate about student/teacher strengths regarding the focus area? What makes you say so?  
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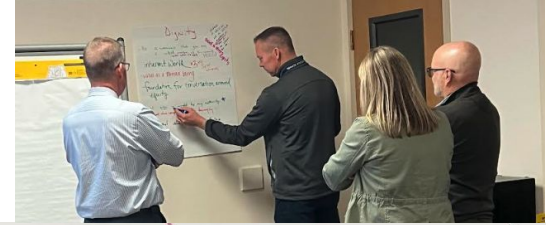
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What are your next steps for professional learning? What support is needed?  
Handwritten notes in the third column of the fourth page, detailing next steps and support needs.



A group of five people (three men and two women) are standing in front of a whiteboard, looking at a presentation. The whiteboard has the title 'Equality' at the top, followed by 'Opportunity is more scarce' and 'Equality means equal access'. Below this, there is a list of 'Barriers to Equality' including 'Physical', 'Financial', 'Social', 'Cultural', 'Gender', 'Age', 'Disability', and 'Race'. The list is organized into two columns. The people are seen from behind, looking at the whiteboard. The man on the far left is wearing a black jacket, the man in the middle is wearing a red jacket, the woman next to him is wearing a pink jacket, the woman next to her is wearing a black jacket, and the man on the far right is wearing a grey jacket.



in ways that  
make sense to the  
owner.

## Access

Know there are barriers

HAVING ALL NECESSARY RESOURCES TO BE  
SUCCESSFUL, EVEN IF THEY ARE DIFFERENT  
THAN SOMEONE ELSE

- a moral obligation to ensure ENSURE

Having what "I" need to be successful!

May not be equal

flexibility, nimble  
↳ fluid

no  
barriers  
imposed by others

## Agency

choice

grit — Empowered!

Ability to do things for others and self - that you can be a value-add <sup>the decision</sup>

opportunity to make meaning in a way that makes sense to a student

- The belief in one's ability to affect change. - in your own life & others'

CONFIDENCE, BELIEF, RESOLVE

- ✓ Voice, sense of control over process & contribution

A diagram showing a central node connected to four other nodes: "Aesthety", "ESpace", "Belonging", and "Ownership".

I believe I can do hard things and will not be judged when I don't get the "right" answer on the "journey" to discovery of myself.

# Dignity

- An awareness that you are a valued member of this community.  
even when it's hard

inherent Worth  $\times 2 \times 4$  Self worth  
value as a human being

foundation for conversation around equity

- not given or awarded by any authority  
↳ but when compromised, super damaging

Universal value for humans - all have

Validation  
of who I am  
and the ability  
to empathize w/  
others who  
are different  
than me

**Beliefs in other's dignity**

community  
world

if



+

**Agency:** The power and the capacity to take action, craft and carry out plans, and make informed decisions drawing from a growing base of knowledge and skills.



**Dignity:** The inherent value and worth of each individual.

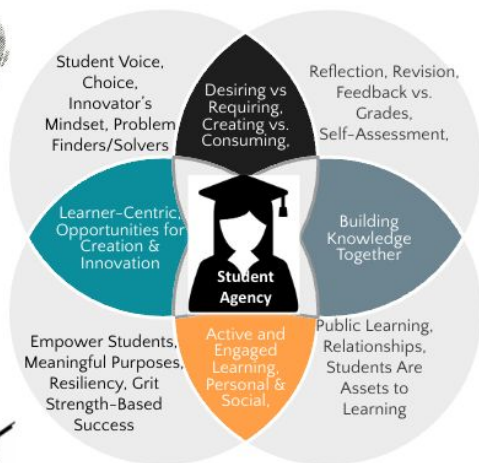
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**Equity:** Guarantee that every individual has the resources, opportunities, growth, and support needed to succeed through the humanization of learning.

## Valuing Identity

Personal ways of being and learning are known, used and valued.



## Efficacy

Students have a feeling and belief that they can make a difference to produce a desired result.



## Mastery

Ability to show what is learned in ways that are meaningful to the student.

# Orting's Agency Vision 2021



## Belonging

Students know who they are and that they are seen and loved by others

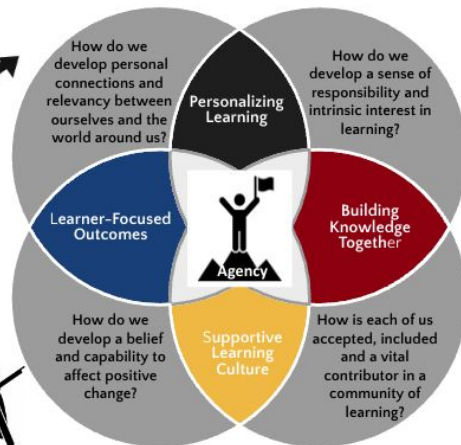
# Orting's Agency Vision 2023



**Mastery**  
*Utilizing multiple pathways for learning to create personal meaning.*



**Efficacy**  
*The competence and confidence in the ability to perform well and produce positive outcomes.*



**Ownership**  
*Making choices to take responsibility and interest in learning developing from a sense of personally and culturally relevant meaning making.*



**Belonging**  
*Connection to learning through relationships that ensure being known, seen, heard and loved.*



# Orting's Dignity Vision 2021

# Orting's Dignity Vision 2023

## Empathy



*Understanding and sharing the feelings of others allows us to connect on a deeper level and build strong relationships and community.*



*Acknowledging and accepting identity, experiences, feelings, and inherent worth allows us to be understood and accepted.*

## Validation



## Integrity



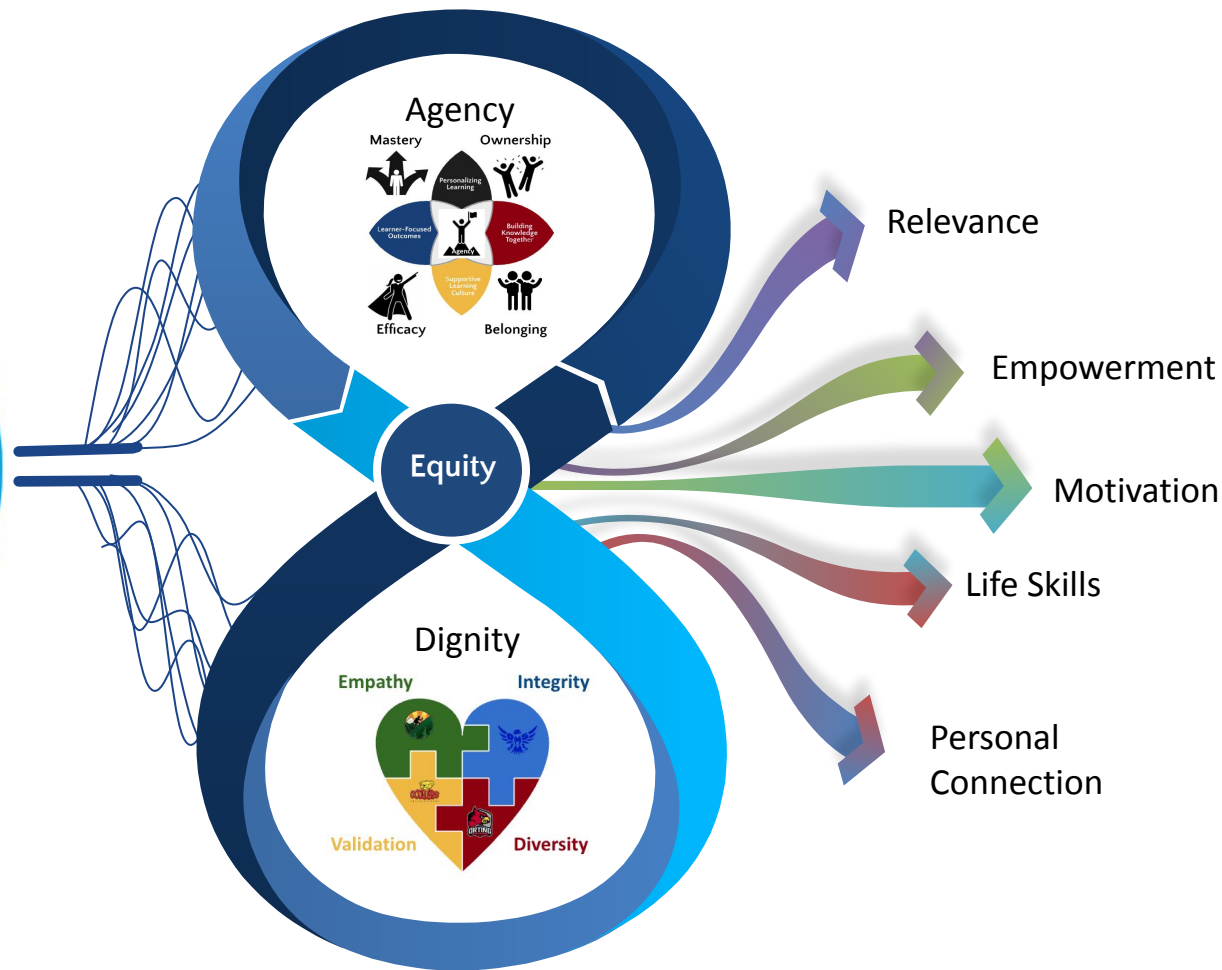
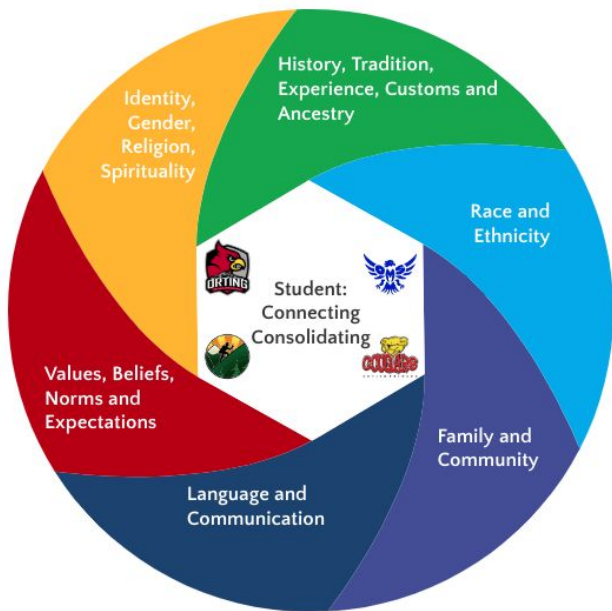
*Taking responsibility and holding yourself accountable allows us to experience the trust and confidence to grow and learn.*



*Recognizing and valuing our individual differences as strengths allows us to be confident that we belong and have something powerful to offer one another.*

## Diversity







# Equitable Outcomes of Agency and Dignity



Agency



Dignity

## Personal Connection

They create a greater sense of “self” and a place in the larger community; **it’s about connection and consolidation of new skills and content.**



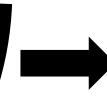
## Life Skills

Developing the ability to navigate school, society, and adulthood through effective decision-making and responsibility; **it’s about getting ready for a future that hasn’t been imagined yet.**



## Empowerment

Service and leadership for others; **it’s about developing the belief that good work does good.**



## Relevance

Providing a connection to the importance of learning; **it’s about finding the value of diversity, language, history, community and cultural consciousness.**



## Motivation

Compels learners to take action both in and out of the classroom; **it’s about connecting academic content to the “personal” and the “real world.”**



# Agency in the Orting School District

## Mastery

*Utilizing multiple pathways for learning to create personal meaning.*



## Ownership

*Making choices to take responsibility and interest in learning developing from a sense of personally and culturally relevant meaning making.*



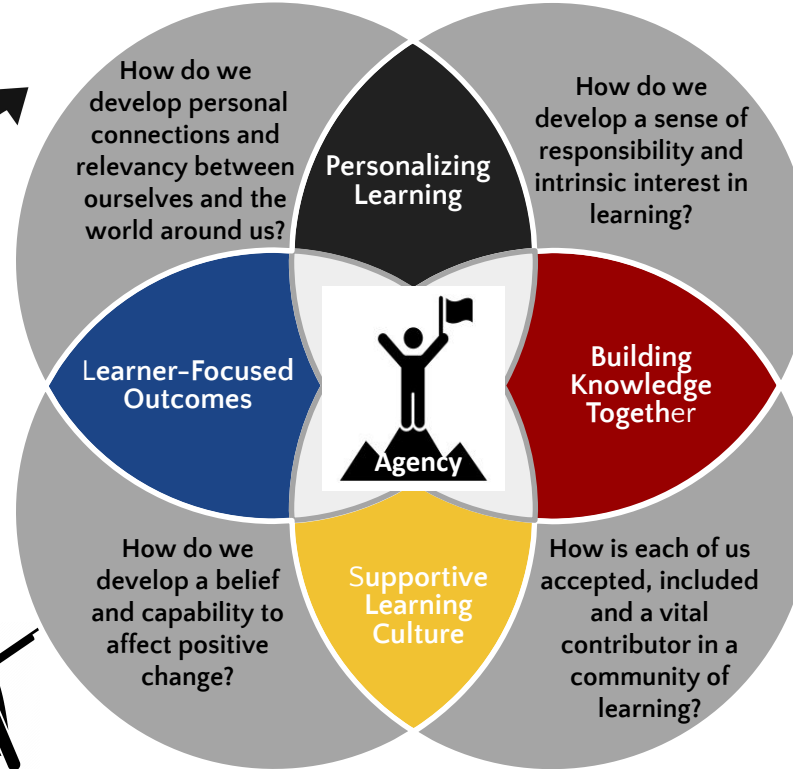
## Belonging

*Connection to learning through relationships that ensure being known, seen, heard and loved.*



## Efficacy

*The competence and confidence in the ability to perform well and produce positive outcomes.*



# Dignity In the Orting School District

*Universal and Intrinsic Value for One Another*

## Empathy



*Understanding and sharing the feelings of others allows us to connect on a deeper level and build strong relationships and community.*



*Acknowledging and accepting identity, experiences, feelings, and inherent worth allows us to be understood and accepted.*

## Validation

## Integrity

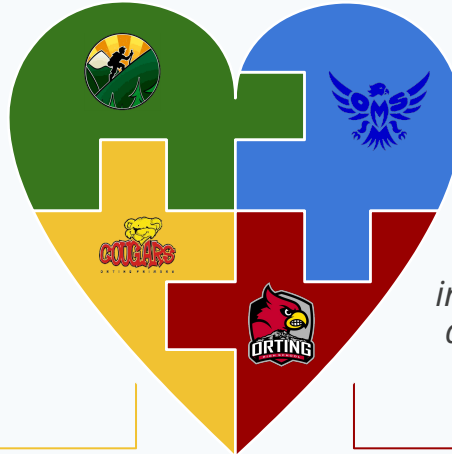


*Taking responsibility and holding yourself accountable allows us to experience the trust and confidence to grow and learn.*



*Recognizing and valuing our individual differences as strengths allows us to be confident that we belong and have something powerful to offer one another.*

## Diversity





*Who We are and  
How We Experience the World*

*Sense Making, Connection and  
Compartmentalization*



*Meaningful, Relevant,  
and Supportive Opportunities*

*Being Connected, Inspired, and  
Empowered*



**Individual:**

History, Language, Culture,  
Ability, Family, Community

**Removing  
Barriers**

**Dignity:**

Empathy, Integrity, Diversity  
and Validation

**Being Known  
Seen, Heard  
and Loved**

**Equitable Outcomes:**

Relevance, Empowerment  
Motivation, Life Skills, and  
Personal Connection

**Individual:**

History, Language, Culture, Ability, Family, Community

**Individual And Systemic Bias**

Confirmation Bias, Halo Effect, Similarity Bias, Attribution Bias (Effort/Innate Ability), Status Quo Bias (Resisting Growth/Change). Tracking, Discipline Disparity, Stereotyping, Expectations, Cultural Insensitivity, Assessments, Lack of Representation

**Dignity:**

Empathy, Integrity, Diversity and Validation

Meaningful, Relevant, and Supportive Opportunities  
Being Connected, Inspired, and Empowered

Being Seen, Heard and Loved



**Equitable Outcomes:**

Relevance, Empowerment Motivation, Life Skills, and Personal Connection



# Agency: Mastery, Ownership, Belonging and Efficacy

## Vision and Guiding Questions

Agency	The Vision	Guiding Questions
<p><b>Mastery:</b> Utilizing multiple pathways for learning to create personal meaning</p> 	<ul style="list-style-type: none"> <li>• <b>Multiple Pathways:</b> Opportunities to explore ideas and content from the perspective of the learner.</li> <li>• <b>Intellectual Exploration:</b> Taking risks, experimenting, and developing new learning, ideas and solutions.</li> <li>• <b>Active Sense-Making:</b> Learners are encouraged to ask questions, seek answers, and challenge assumptions.</li> <li>• <b>Co-creation of Learning:</b> Working together to design and implement learning experiences</li> <li>• <b>Reflective Assessment:</b> Demonstrating learning in ways that are personally meaningful, reflect diverse strengths, leverage personal interests, and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the multiple pathways to mastery of the skills, understanding and knowledge and how can learners be given choices to pursue one or more of these?</li> <li>• How can learners be encouraged to take intellectual risks, experiment and develop innovative solutions and ideas?</li> <li>• How can learners be actively involved in understanding essential standards, learning targets and success criteria?</li> <li>• What opportunities exist for choice, voice and learner co-creation of sense making?</li> <li>• How can learners be supported in developing metacognitive skills of reflection, goal setting, and self-regulation?</li> </ul>
<p><b>Belonging:</b> Connection to learning through relationships that ensure being seen, heard, and loved</p> 	<ul style="list-style-type: none"> <li>• <b>Connection:</b> Learners feel connected to the people and the content of the classroom. (Mathematicians vs Doing Math)</li> <li>• <b>Identity:</b> Learners are able to see themselves reflected in the content and curriculum.</li> <li>• <b>Inclusivity:</b> Learners are valued for their unique contribution, language, background, culture, identity, and ability.</li> <li>• <b>Safety:</b> There is an unquestioned sense of intellectual and personal safety with ideas and perspectives.</li> <li>• <b>Support:</b> Differentiated and individualized support</li> <li>• <b>Relationship:</b> Trust, respect, and support foster positive relationships.</li> <li>• <b>Collaboration:</b> Learners are able to work collaboratively and foster a sense of community together.</li> <li>• <b>Community:</b> There is a partnership with families and the community within the district, schools, and classrooms</li> <li>• <b>Bias:</b> Learners are able to engage in productive conversations about power, privilege and oppression.</li> </ul>	<ul style="list-style-type: none"> <li>• Are learners and instructors known personally and as learners?</li> <li>• Are individual strengths highlighted, leveraged and valued?</li> <li>• How are learner voices in the classroom leveraged, elevated and valued?</li> <li>• What opportunities exist for choice, perspective and decisions regarding the learning and sense making?</li> <li>• How are learners provided accessibility and access to learning regardless of their ability or skill level?</li> <li>• How do the learning materials, resources, and physical classroom environment reflect diverse cultures and backgrounds?</li> <li>• To what extent are families and communities incorporated into the learning environment?</li> <li>• What is the level of safety experienced by learners regarding mistakes, differing opinions, and failure?</li> </ul>

# Principals Making Sense of Agency and Dignity Frameworks





CEL 5D Vision for Student Engagement(V4.5)	Crosswalk to Agency
<b>Intellectual Work</b> <ul style="list-style-type: none"> <li>Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem solving and meaning-making).</li> <li>Students take ownership of their learning to develop, test, and refine their thinking.</li> </ul>	<p><b>Ownership:</b>  Control – Learners see themselves as agents of their own learning with the control and power for personal growth.  Autonomy – Learners are given the opportunity and freedom to make choices and decisions regarding their learning and assessment.  Clarity- Learners make sense of academic and behavior expectations (essential learning) and co-create understanding and opportunities for personal growth.</p> <p><b>Efficacy:</b>  Empowerment- Learners engage in tasks and activities that encourage choice, voice, and innovation.</p> <p><b>Mastery:</b>  Multiple Pathways – Opportunities to explore ideas and content from the perspective of the learner.  Active Sense Making – Opportunities to explore ideas and content from the perspective of the learner.  Co-Creation of Learning- Working together to design and implement learning experiences</p>
<b>Engagement Strategies</b> <ul style="list-style-type: none"> <li>Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</li> <li>Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</li> </ul>	<p><b>Belonging:</b>  Conection: Learners feel connected to the people and the content of the classroom. (Mathematicians vs Doing Math)  Identity: Learners are able to see themselves reflected in the content and curriculum.  Inclusivity: Learners are valued for their unique contribution, language, background, culture, identity, and ability.</p> <p><b>Ownership:</b>  Clarity- Learners make sense of academic and behavior expectations (essential learning) and co-create understanding and opportunities for personal growth  Experiences – Through meaningful and relevant tasks, learners are provided the opportunity explore, discover and create meaning both in and out of the classroom  Access- Learners can access tasks, assessments and activities from a variety of skill and ability levels. (high-ceiling, low floor).</p> <p><b>Efficacy:</b>  Contextual – Tasks, activities and experiences that learners connect to individual culture, histories and communities.</p>
<b>Talk</b> <ul style="list-style-type: none"> <li>Student talk reflects discipline-specific habits of thinking and ways of communicating.</li> <li>Student talk embodies substantive and intellectual thinking.</li> </ul>	<p><b>Ownership:</b>  Clarity- Learners make sense of academic and behavior expectations (essential learning) and co-create understanding and opportunities for personal growth.</p> <p><b>Belonging:</b>  Conection: Learners feel connected to the people and the content of the classroom. (Mathematicians vs Doing Math)  Identity: Learners are able to see themselves reflected in the content and curriculum.</p>







## Dignity Framework: Empathy, Integrity, Validation and Diversity

### Vision and Guiding Questions

Dignity	The Vision	Guiding Questions
<p><b>Empathy:</b> <i>Understanding and sharing the feelings of others allows us to connect on a deeper level and build strong relationships and community.</i></p> 	<ul style="list-style-type: none"> <li>• <b>Community:</b> Kindness, compassion, active listening and respectful communication are normed.</li> <li>• <b>Service:</b> Learners engage with others to develop and support a sense of awareness and responsibility for themselves and their community.</li> <li>• <b>Status:</b> Equity of student-to-student and staff-to-student status.</li> <li>• <b>Self-Regulation:</b> Learners are emotionally regulated and able to deal with conflict productively.</li> <li>• <b>Connection:</b> Learning is connected to language, culture, community and real-world outcomes.</li> <li>• <b>Feedback:</b> Learners continually reflect and seek feedback to better support their needs and build on their individual and collective strengths.</li> <li>• <b>Invitation:</b> Inclusivity, inclusion and collaboration are interwoven into tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• What authentic routines and structures exist for learners to understand and connect with others?</li> <li>• How do the tasks of the lesson elevate all learners and disincentivize one learner (or a group of learners) having greater status than another?</li> <li>• How can the experiences and perspectives of others be invited in, understood and valued by the learner?</li> <li>• How does the classroom environment and culture promote inclusivity and respect for each and all learners' perspectives, backgrounds, cultures and identities?</li> <li>• How is conflict leveraged for the learning of social-emotional intelligence, self-realization and peaceful/respectful resolution of conflict?</li> <li>• How is bullying, discrimination and/or exclusion addressed so that all students are safe and supported?</li> </ul>
<p><b>Integrity:</b> <i>Taking responsibility and holding yourself accountable allows us to experience the trust and confidence to grow and learn.</i></p> 	<ul style="list-style-type: none"> <li>• <b>Vulnerability:</b> Interactions in the classroom stress the value of making mistakes as part of the learning process.</li> <li>• <b>Trust:</b> An "honor code" that is based on honesty, responsibility and behaving in an ethical and equitable manner.</li> <li>• <b>Restorative Practices:</b> Accountability and making amends for causing harm to others rather than punishment.</li> <li>• <b>Accountability:</b> Learners are held accountable for work that is collaborative and achieved by working together.</li> <li>• <b>Reflection:</b> Encouraging learners to connect their decisions, attitudes and beliefs to their personal values.</li> <li>• <b>Academic Ethics:</b> Honesty in working and citing ideas and thoughts</li> <li>• <b>Authenticity:</b> Being true to identity, beliefs, strengths, growth areas and your authentic self.</li> </ul>	<ul style="list-style-type: none"> <li>• How can academic and behavioral mistakes be used to develop critical thinking, resilience and problem solving skills?</li> <li>• How can learners use and model integrity to leverage and foster a growth mindset and perseverance?</li> <li>• How can a "safe space" be created for learners to be able to confront injustices, disparities and uncomfortable elements of relationships?</li> <li>• How can safe environments be created through consistency, honesty, and responsibility?</li> <li>• How can learners foster mutual respect through modeling, respectful communication, and problem solving?</li> <li>• How can learners hold themselves accountable through celebrating honesty, responsibility, and trust while confronting barriers to community and personal growth?</li> <li>• How can taking responsibility for harm allow us to grow and develop?</li> </ul>



Dignity	The Vision	Guiding Questions
<p><b>Validation:</b>  <i>Acknowledging and accepting identity, experiences, feelings, and inherent worth allows us to be understood and accepted.</i></p> 	<ul style="list-style-type: none"> <li>• <b>Identity:</b> Learners feel safe, seen, heard and accepted for who they are now as well as who they are becoming.</li> <li>• <b>Metacognition:</b> Emotions are seen and recognized as an important part of learning and growth.</li> <li>• <b>Risk:</b> Learners believe academic risk-taking is necessary for personal and academic growth.</li> <li>• <b>Self-Worth:</b> Learners behave in a manner that all people have universal and innate value.</li> <li>• <b>Creation:</b> Essential learning is accomplished through creation, innovation, divergent thinking and questioning.</li> <li>• <b>Culturally Relevant:</b> Learners approach "guaranteed viable outcomes" in ways that align to their history, culture, language and values.</li> <li>• <b>Language:</b> Use of words, examples and models that are inclusive and celebrate differences and diversity.</li> <li>• <b>Acknowledgement:</b> Learners recognize and communicate their own and other's personal success and struggles.</li> </ul>	<ul style="list-style-type: none"> <li>• How can learners co-create learning that values self-worth and the worth of others?</li> <li>• How can we create a learning environment that fosters a sense of belonging and safety for all learners?</li> <li>• In what ways can we incorporate voice and choice in learning that honors and elevates individuality and dignity?</li> <li>• How can we support learners who are struggling while validating and appreciating their experiences and perspectives?</li> <li>• How can we create opportunities for learners to appreciate one another's diverse backgrounds and experiences?</li> <li>• How can we provide critical feedback to one another promoting growth while not compromising dignity or self-esteem?</li> <li>• How can we work collaboratively as learners to co-create learning?</li> <li>• How can we develop and leverage relationships to develop trust and collaboration to be safe, seen and heard?</li> </ul>
<p><b>Diversity:</b>  <i>Recognizing and valuing our individual differences as strengths allows us to be confident that we belong and have something powerful to offer one another.</i></p> 	<ul style="list-style-type: none"> <li>• <b>Strength of Diversity:</b> Learners who have been historically marginalized are an asset to learning and are appreciated for the gifts they bring.</li> <li>• <b>Personalization:</b> Learning is personal and relationship centered</li> <li>• <b>Status:</b> The status of ideas and thoughts is varied, divergent and built on a foundation of flexibility, individualization and divergent thinking.</li> <li>• <b>Language:</b> Use of dialogue words, examples, and models that are inclusive and celebrate differences.</li> <li>• <b>Voice:</b> Learners express their unique strengths and perspectives for understanding, sense making, and collaboration.</li> <li>• <b>Integration:</b> Learners to explore how their histories, culture, language, identity and values are integral in the learning.</li> <li>• <b>Safety:</b> Intellectual and personal security, well-being, trust, and support are developed and nurtured through partnership and collaboration between and among all learners and the surrounding community.</li> <li>• <b>Strategies:</b> Diverse materials and perspectives are used to leverage learners prior knowledge, perspectives and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways can we work with students to co-create a vision for learning based on the merits of individual and unique differences and strengths?</li> <li>• How do learners value and appreciate each other's differences?</li> <li>• How can we ensure that our teaching and learning practices are inclusive and accessible to all students regardless of their learning styles or abilities?</li> <li>• In what ways can we empower learners to take ownership of their learning and express their individuality in and out of the classroom?</li> <li>• How can we foster a sense of community and shared responsibility for creating an inclusive, welcoming and dignified learning experience?</li> <li>• In what ways can we incorporate diverse perspectives and experiences into teaching and learning practices to ensure a more culturally responsive and equitable learning environment?</li> <li>• How intellectually and physically safe is the learning environment for all learners?</li> </ul>

**Diversity: What key words, phrases, ideas, and thoughts best describe what diversity would look and sound like in a school or classroom setting?**



**Empathy: What key words, phrases, ideas, and thoughts best describe what empathy would look and sound like in a school or classroom setting?**

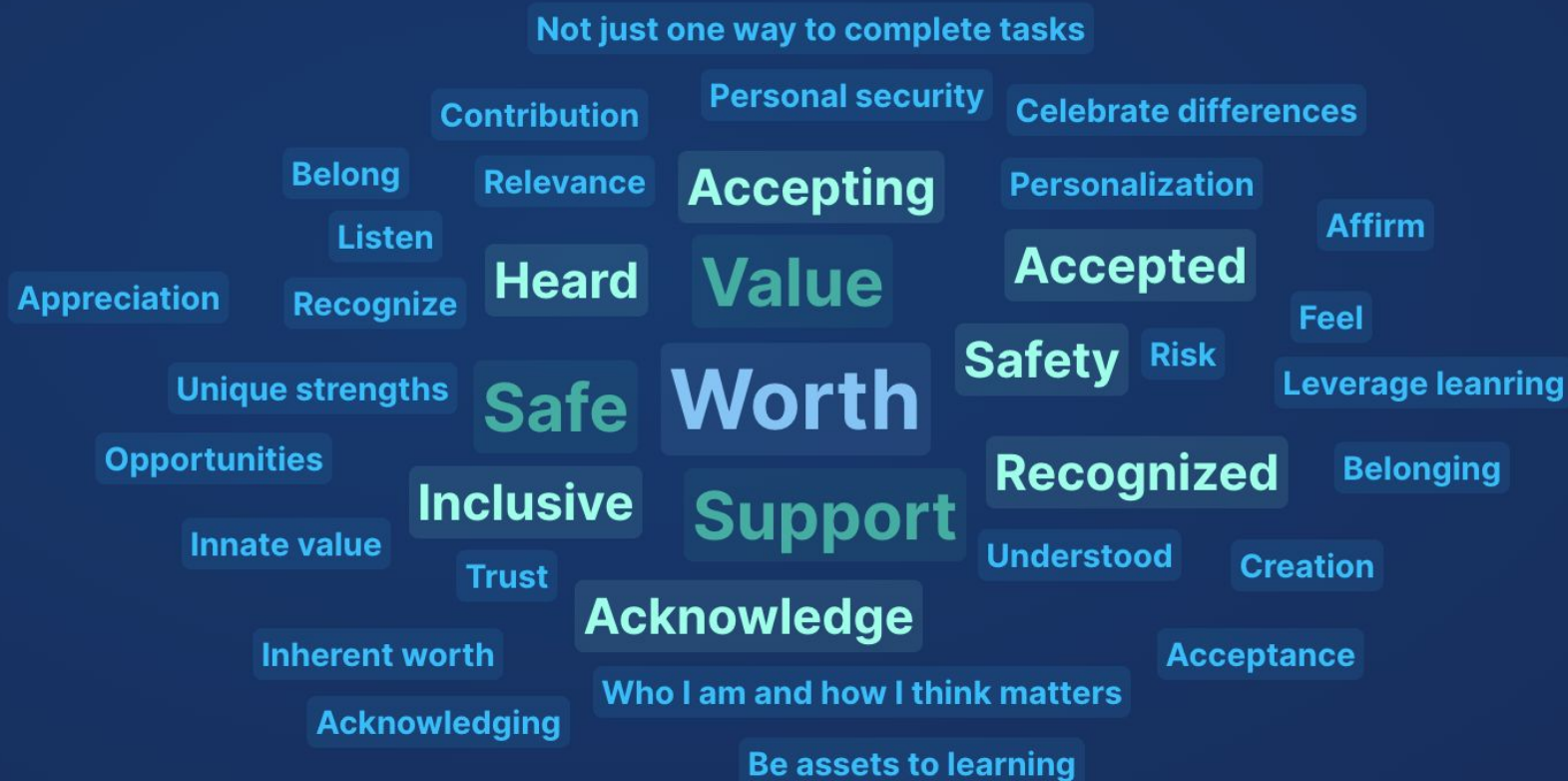




**Integrity: What key words, phrases, ideas, and thoughts best describe what integrity would look and sound like in a school or classroom setting?**



**Validation: What key words, phrases, ideas, and thoughts best describe what validation would look and sound like in a school or classroom setting?**





# Orting High School Staff Meeting Work On Dignity

## Dignity at Orting High School

*Universal and Intrinsic Value for One Another*

### Diversity



Recognizing and valuing our individual differences as strengths allows us to be confident that we belong and have something powerful to offer one another.



Understanding and sharing the feelings of others allows us to connect on a deeper level and build strong relationships and community.

### Empathy



### Integrity

Taking responsibility and holding yourself accountable allows us to experience the trust and confidence to grow and learn.



Acknowledging and accepting identity, experiences, feelings, and inherent worth allows us to be understood and accepted.



### Validation

### Validation

- + Use each other for growth in the classroom
- + Lean on Each other for emotional support
- Δ More frequent staff celebrations
- Δ Staff & social events, games, outings

- + Listening
- + understanding differences of students
- + understanding acceptance
- Δ Placing students into boxes in learning paths
- Δ Learning styles
- Δ Inherent worth is not dependent on teacher

### DIVERSITY

- + Celebrate success in various ways
- + Leadership
- + Respect different approaches among staff
- Δ being open to new ideas/embracing change
- Δ knowing what's going on w/ each other

### + Recognize Unique perspectives and giving them power of experience in classroom

- Δ having appropriate conversations about \* learning about each other.
- Δ strength based approach
- Δ fails to show what they know

### EMPATHY

- + Class coverage
- + Listening to one another's challenges
- + checking in
- + Problem solving

- + take individual circumstances into account
- + options, points of entry
- + we give lots and lots and lots of grace

### INTEGRITY

- + people own up to mistakes + make it better.
- + good conversations, trust in asking for help + respect
- Δ 50% increase in follow through by 2023-2024 school year
- Δ share work load equitably
- Δ meet your own expectations for others
- + Acknowledging when we make mistakes
- + let them see our hard work
- Δ Taking responsibility
- Δ Self-correction (acknowledge mistake & respond)



STEVE RABB EXECUTIVE DIRECTOR FOR TEACHING  
AND LEARNING

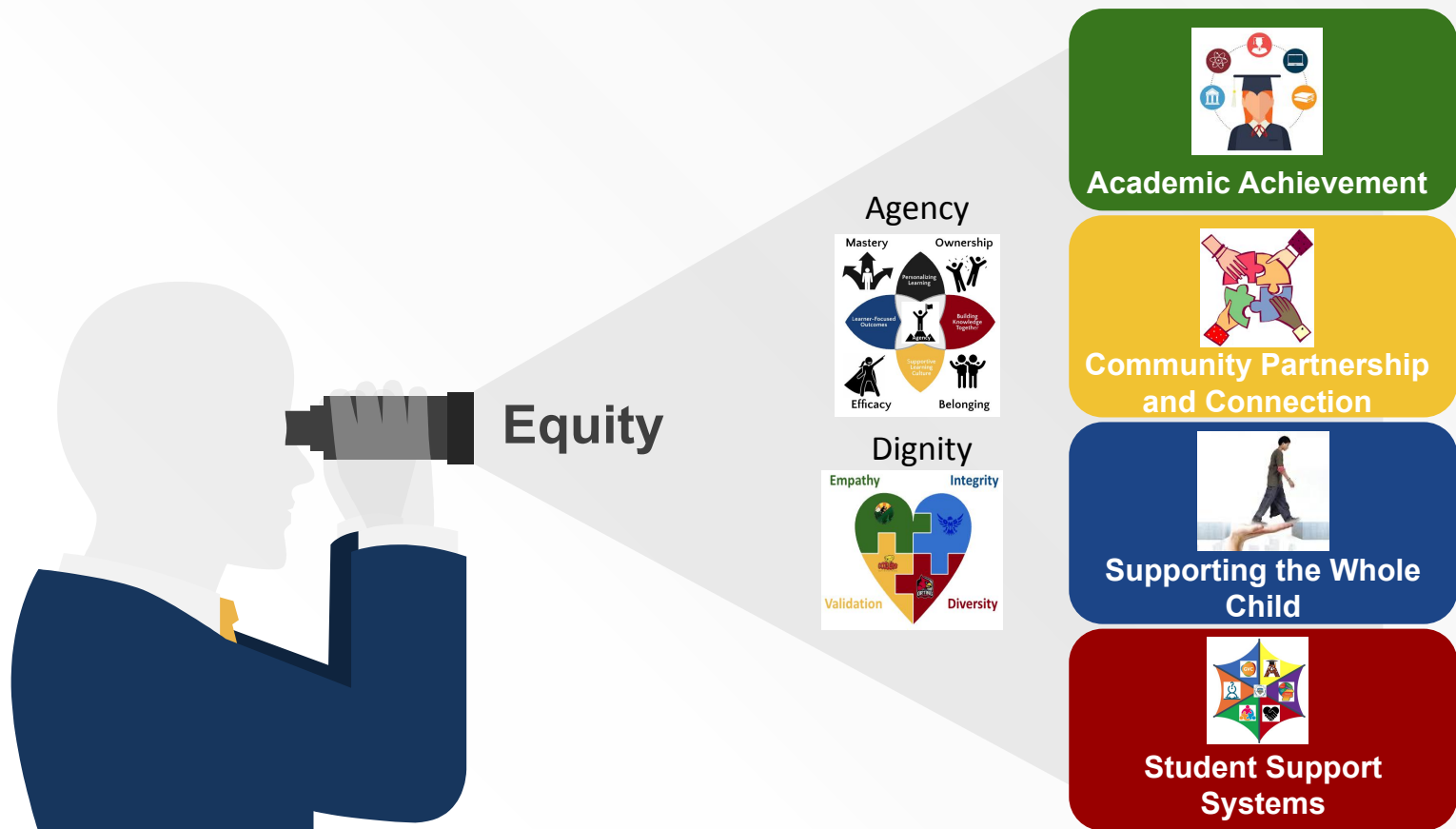
Year **3**

### **Strategic Coalitions Through Collaborative Implementation**

Developing our strategic work through community, family, staff, and student coalitions.



# What If We Emphasized the Humanization of Our Work?



# Orting School District Strategic Goals

Numeracy and Literacy

**Academic  
Achievement**

**Student Support  
Systems**

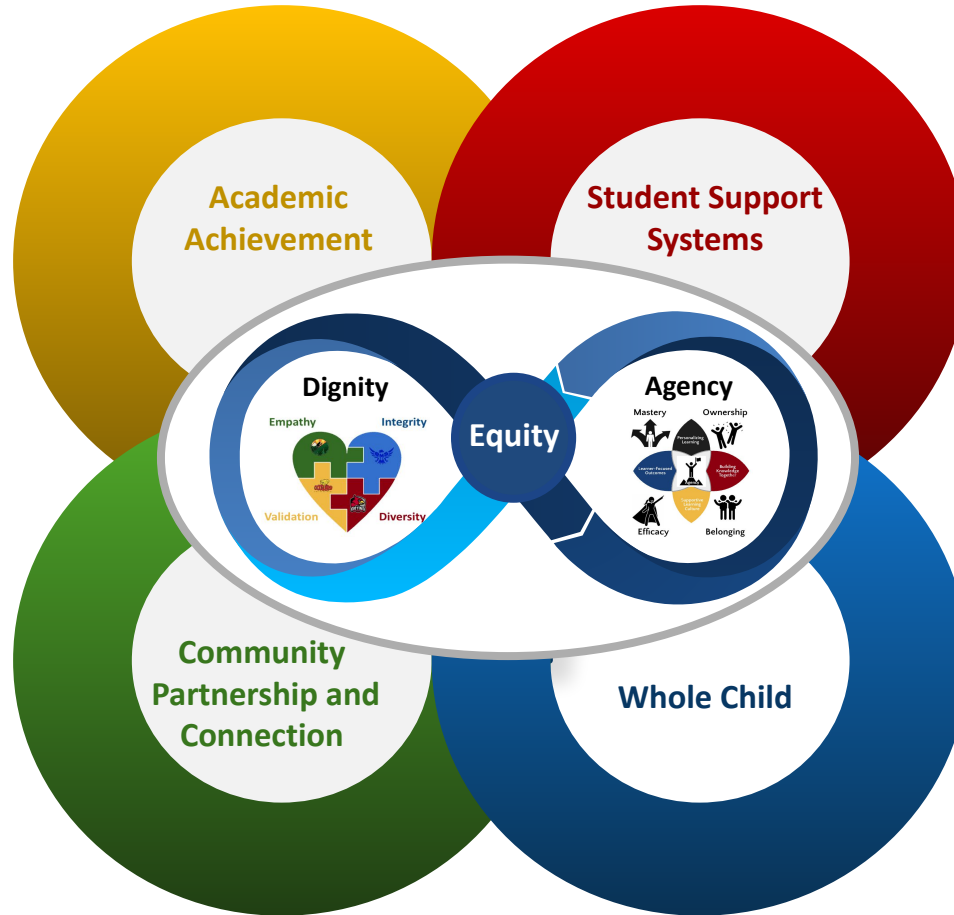
Multi-Tiered  
Systems of Support

Families, Community  
and the World

**Community  
Partnership and  
Connection**

**Whole Child**

Social-Emotional Learning





slido

**Please provide a word, phrase, or  
idea that can serve as feedback for  
our work in Orting**

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.