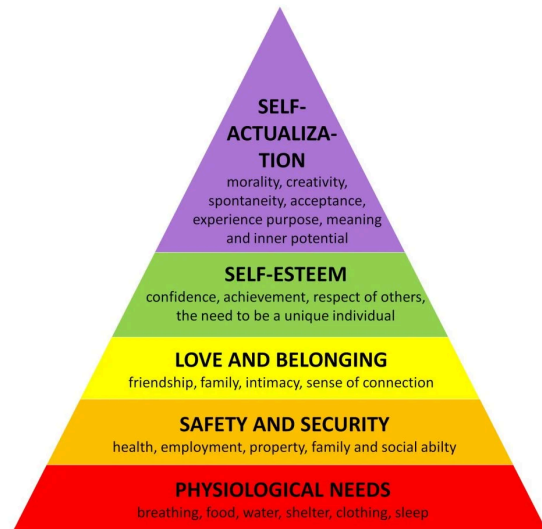


4A - Creating Spaces of Belonging for Students and Staff Guided Notes

Self-determination theory identifies 3 needs individuals must fulfill to behave with **intrinsic motivation**:

- **Competence**
 -
- **Autonomy**
 -
- **Relatedness**
 -

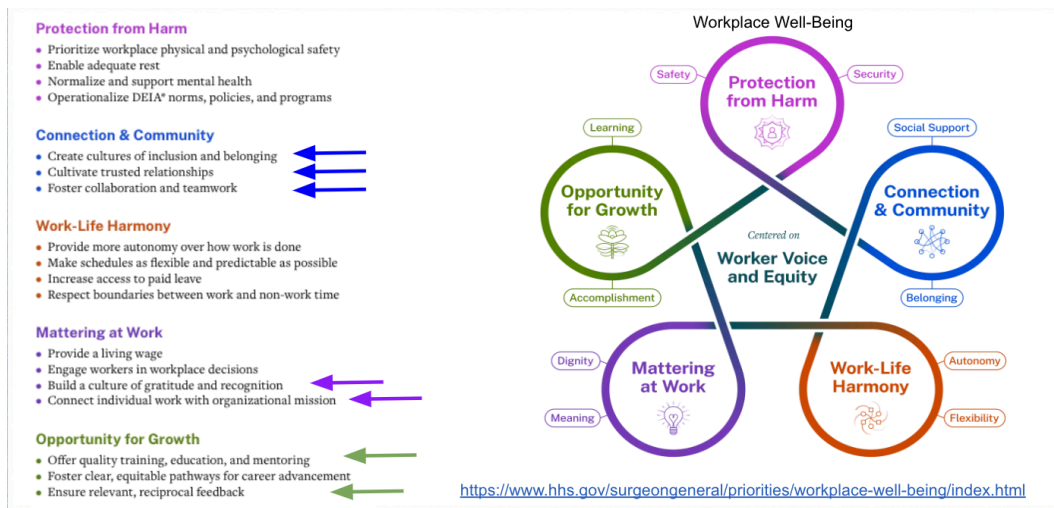


- **Belonging >**
- ***Belonging Uncertainty* >**
- **Stereotype Threat >**
- **Fundamental Attribution Error > /**
- **Loneliness >**
 - ***Intimate***
 - ***Relational***
 - ***Collective***
- **Isolation >**
- **Solitude >**

- **Situation Crafting >**
- **Participatory Group Processes (Lewin, 1948)**
 - **Goal >**
 - **Timing >**
 - **Reference Groups >**
 - **Self-affirmations >**
 - **New Roles >**
 - (Best of Enemies: C.P. Ellis & Ann Atwater)
- **Wise Interventions >**
- **Wise Criticism >**
- **Manifesting Belonging >**

Know Your Implementation Inputs	Know Your Outcomes
<ul style="list-style-type: none"> ● PBIS Apps or MO SW-PBS Surveys > Fidelity <ul style="list-style-type: none"> ○ MO SW-PBS Building Walkthrough ○ Self-Assessment Survey (SAS) > ALL Staff ○ Tiered Fidelity Inventory (TFI) > Building Leadership Team (BLT) ○ District Systems Fidelity Inventory (DSFI) > District Leadership Team (DLT) ● School Climate & Feedback Surveys > Perceptions <ul style="list-style-type: none"> ○ MO DESE MSIP-6 <ul style="list-style-type: none"> ■ 3 required questions: <ul style="list-style-type: none"> ● The school system ensures student voices are heard & respected. ● The school system provides school school culture & climate data and reports periodically to all stakeholders. ● Educator teams address positive classroom learning environments. ○ PBIS APPs > School Climate Survey <ul style="list-style-type: none"> ■ Staff / Parent-Family / Older Students / Elementary Students ■ PBIS APPs > Feedback & Input Survey <ul style="list-style-type: none"> ■ Staff / Parent-Family / Older Students / Elementary Students 	<ul style="list-style-type: none"> ● Student Outcomes <ul style="list-style-type: none"> ○ Attendance ○ Office Discipline Referrals (ODRs) ○ OSS / ISS ○ Academic Progress/Achievement <ul style="list-style-type: none"> ■ Formative / Summative ○ Graduation Rates ○ Student subgroups ● Staff Outcomes <ul style="list-style-type: none"> ○ Staff Retention > what are rates in Missouri? <ul style="list-style-type: none"> ■ 50 State Teacher Retention & Recruitment ○ Staff Attendance ○ School Climate Survey ○ SAS & TFI ○ Feedback and Input Survey

- **Realizing Belonging >**
- **Building Belonging >**
- **Explicit invitations >**
- **Implicit invitations >**



Explicit Invitations (Realizing & Building)

Micro-norming – engaging in seemingly small behaviors that establish powerful norms.

- **Values Affirmation Activities** –
- **Mentoring** –
- **Effective Teaming** –
- **Continual “Perspective Gathering”** –
- **Balance of leadership authority and personal autonomy**

Implicit Invitations (Realizing & Building)

- **Cultural Representation** -
- **Warm, friendly interactions** -
- **Inclusive invitations to participate** -
- **Academic, Implementation and Environmental Accommodations** -
- **Unveil the Invisible** -

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