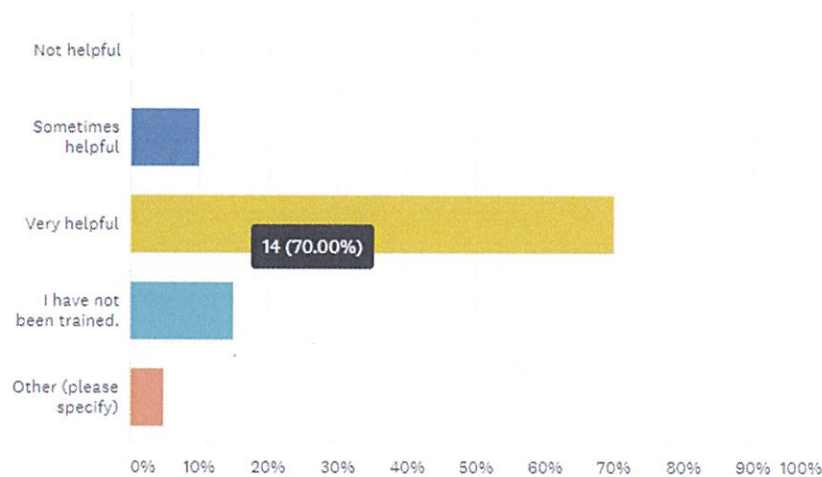


If you have been trained in "Welcoming Schools", how helpful did you find that professional development series?

Answered: 20 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Not helpful	0.00%	0
▼ Sometimes helpful	10.00%	2
▼ Very helpful	70.00%	14
▼ I have not been trained.	15.00%	3
▼ Other (please specify)	Responses 5.00%	1
TOTAL		20

What information from "Welcoming Schools" should be included in the "All Are Welcome" training?

Priority 1 responses:

- Outdated terms
- Information about transgender students/family members
- Inclusiveness for all families
- Family Diversity
- Family diversity
- Discussion strategies
- Gender spectrum awareness
- Focus on the message: All means all: All students and their families feel welcome on every campus.
- A theme of common humanity and universal suffering
- Teacher training focus- not for students
- Discussion strategies to talk with students/adults when a topic comes up
- All of it
- Data on the outcomes of students who identify LGBTQ in schools that are not inclusive and welcoming.
- Information about what makes up a family
- Discussion protocol

- All kinds of Families
- Responding to difference talking points wheel
- Discussion strategies

Priority 2 responses:

- politically correct terms
- addressing students questions with open-ness, not shaming
- Changing our language
- Gender Identity
- Gender stereotyping
- Different kinds of families
- conversation/intervention strategies
- All students need to see themselves reflected in the classroom and on their campus (meaningful literature, anchor posters, and so on).
- racism, bigotry, tendency to stay away from "those people" (whoever they may be) are the results of the primitive nature of the human brain
- Strategies to disrupt gender-stereotyping
- Embracing Family Diversity
- Bullying information
- Students talking/video share
- Creating Welcoming Practices
- Family and gender diversity
- Gender stereotyping

Priority 3 responses:

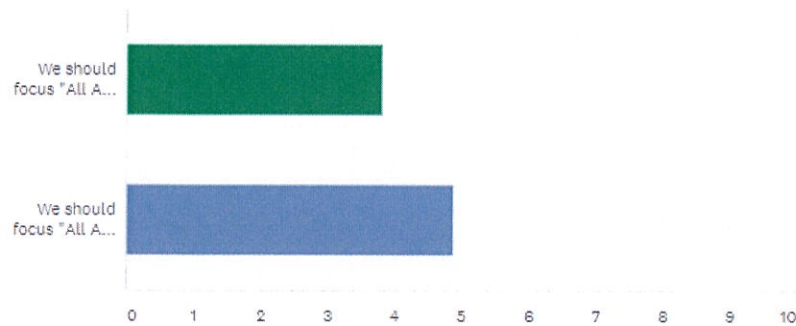
- science behind gender
- being able to respond to student behavior and language that may not be inclusive of all families, including religious differences
- Starting where people are, finding common philosophies
- How to respond when a student says:"That's so gay!" etc.
- Bullying
- Time to reflect on campus systems
- role-playing student question situations
- Accepting and teaching all diverse populations/ noticing your own biases in order to do so. Ensuring there is one component of the training to assist staff with this topic.
- Time for reflection on personal beliefs and experiences. Also how mindful awareness of thoughts and actions can disrupt the autopilot of acting on these thoughts and allows us to respond to the human beings around us rather than react to the thoughts/actions that keep injustices thriving.
- Importance of diversity and talking openly about how families and people are diverse
- Avoiding gender stereotyping and accepting diverse gender identities
- Discussion strategies (I think these should drive the "All Are Welcome" PD series)
- LGBT awareness
- Bullying facts
- Gender continuum

What additional information should we cover in the "All Are Welcome" training for teachers to ensure that all students and families feel included and safe in AISD learning environments?

- personal views and public policy
- I thought Welcoming Families was wonderful. The resources and booklists on their websites are very useful. At this time, I cannot think of anything that should have been included that wasn't.
- Authenticity and talking about difficult subjects (LGBTQ questions from families and students), literature (including children's books), mostly systematic racism and unconscious biases
- I wonder if there might be an opportunity for teachers to think about and dig deep into their own cultural identity (the tree in Z. Hammond's book.) A dive into suspension data & test scores that illustrate systemic & institutional racism in our school district. Time for personal reflection at every bend. (ie. journal writing, letter writing, small group conversation.)
- Expanding teacher self-knowledge, Building Trust with Families, Implicit bias
- Non-traditional family structures, understanding social/political issue related to content, racism and racial stereotypes
- maybe "upstander" information, activities to promote seeking commonalities
- How to accomplish being a welcoming school to all. Training on empathy; what a safe and inclusive environment looks and sounds like. What best classroom practices promote trust, safety and belonging?
- How this is relevant to "academic performance"
- Perspective taking strategies, what does listening look like when you don't agree with others, examining your beliefs and learning from others, research on the benefits of diversity.
- I imagine that a lot of research would go into this training. What are other CASEL districts doing? Eg. Chicago and Oakland? I also imagine that this is a series and not a one-time check the box training. I also think it should focus CPI principles such as knowing and understanding your self - this is an inside out process. Safety and data are paramount in this training. We also run the risk of doing harm without knowing it so I would hope we would have a rigorous reflection/improvement process and work closely with Angela Ward's leadership and guidance.
- Template letter in multiple languages to share information with families about the "All Are Welcome" training
- We must provide teachers with a common language and support the development of an understanding of their role as an agent of the State of Texas and as an AISD employee. When we open dialogue and leave out our professional responsibilities, at times, the lines are blurred and not everyone is able to make the professional/personal connections nor separate the two. Teachers need time (extensive) to speak about difference. Difference and the fear of the unknown shuts down conversation and erects barriers that will not allow us to ensure all students and families feel included and safe in AISD learning environments.
- Research about various types of families
- Inclusive practices for families with children who have special needs.
- Diversity about country of origin, language, religion, and race
- More on adult mindset with common strategies that can be applied globally.

Which do you feel is more important?

Answered: 20 Skipped: 0



	NOT NECESSARY	NOT THAT IMPORTANT	N/A	IMPORTANT	VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
▼ We should focus "All Are Welcome" on educating staff about different groups of people.	0.00% 0	16.67% 3	11.11% 2	44.44% 8	27.78% 5	18	3.83
▼ We should focus "All Are Welcome" on providing strategies to address differences in general, regardless of sexual orientation, gender identity or expression.	0.00% 0	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	4.90

How do you suggest we measure the impact of the "All Are Welcome" training?

- Assessments, do. :)
 - specific survey questions for staff and families
 - Pre- & post-survey about attitudes and knowledge, data about bullying & harassment
 - A Pre & Post self-reflection survey for participants to fill out. A targeted reflection sheet to be completed at the end of each & every module to gather ongoing feedback on content, presentation style and presenters with time allotted during the end of each session to fill out..
 - Continue to use surveys that are distributed to staff, students and families to ask specific questions related to "All Are Welcome" initiatives
 - unsure, perhaps surveys pre and post, closing gaps
 - Gather participant feedback at time of training, survey at end of year? (yet another survey??)
 - The survey used with Welcoming Schools was not effective, in my opinion. One idea would be to gather feedback from teachers. Did they make any changes to the structure of their room, materials in their room, language they use with students...

- staff and student climate surveys and survey of teachers (deep, personal and reflective questions) 3-6 months after training
- Teacher, student, and parent surveys. Testimonials. Reflection though blend
- Staff feedback at intervals thru the year; parent/staff/student climate surveys
- Some type of pre and post self-assessment about understanding of "All Are Welcome" objectives
- Personal narratives and authentic application of learning from staff. Impacts of the training on the way teachers think about their work and what they do differently as a result of participating in the training
- It seems that there would be evidence in the staff and student surveys about feeling welcome and / or safe at school.
- Surveys, and TELL data
- Surveys, anecdotes, focus groups
- Pre and post surveys for staff, climate surveys for students, pre and post surveys for families
- pre and post survey
- Add question(s) to climate survey around inclusiveness