

PURPOSE

Increasing student participation, developing growth mindsets and establishing well-being and career goals in the K-12 education system is a key component for improving teacher self-efficacy and academic outcomes for students. Scholar System specializes in training teachers on how to propel students into educational engagement and best practices in academic and social-emotional support. Scholar System believes that equitable education opens the door to a new world for “at-promise” students. We are a culturally responsive, engaging, and research-based organization. We have collaborated with school districts, nonprofit organizations, and colleges and universities across the country to promote equity in education, a growth and empowerment mindset in parents and students, and higher education among students who have been affected by the opportunity gap in education. We utilize key frameworks developed by Dr. Victor Rios, and his team of collaborators, to coach educators and students in the school reform process. These frameworks include, **Educator Projected Self-Actualization, *Masbloom*, Ecosystems of *Cariño*, The Educational Trinity, Prosperity-Based Education, From Risk to Promise, Emotion-Informed Approaches, Healing the Healer, and Embracing Familial Culture.**

THE SCHOLAR SYSTEM MISSION

Our mission is to support educators in guiding “at-promise” students to create a blueprint for their future academic, professional, and personal success. We strive to understand the needs of individuals who grow up in the midst of adversity and provide tailored programming that addresses localized community needs. Scholar System is committed to providing clients with professional, reliable, and evidence-based services to meet the needs of the populations they serve. We strive to bring out each and every student’s highest potential in spite of the various adversities they face. We coach education leaders and classroom teachers in best practices for engaging with students and their families, creating supportive learning and healing environments, and implementing systemic solutions for improving teacher and student well-being and self-efficacy. Our ultimate goal is to help bridge the opportunity gap in education by developing effective, holistic, innovative solutions aimed at supporting the educational trinity: educators, at-promise students and their families.

Professional Learning for Educators

Scholar System provides administrators and lead teachers with a comprehensive train-the-trainer curriculum that provides a full year of professional learning readings, articles, activities, and powerpoint slides to present to teachers. The curriculum includes a 172 page guidebook for trainers, 87 page workbook for teachers, and 122 presentation slides. Trainers are licensed to utilize this curriculum after completing 12, 1-hour training modules. **SEE PAGE 6 FOR EXAMPLES**

Program Overview

From Risk to Promise: A School Leader's Guide to Professional Learning in Prosperity-Based Education.

Our comprehensive, train-the-trainer, 12-module [12-hour] program focuses on training staff, faculty, and administrators on how to create a student-first culture and how to implement student-first practices to enable student enrichment and prosperity. Our program was created using field-tested best practices for educator professional development and will employ the following themes:

- Theory & Mindset: Participants will continually reflect on how their beliefs form their instructional decisions
- Professional Support : Everyone (including leadership) will work together as a goal-oriented, solution-focused community of learners.
- Practical Strategies: All sessions employ engaging and rigorous strategies to model how best practices can look. These activities can be taken as is or be modified for use in the classroom.

Included in this package, the client will receive the following materials:

1. Staff Development Guide Handbook, a comprehensive facilitator guide for each of the 12 sessions, including:
 - a. Goals and Objectives
 - b. Suggested Timing
 - c. Materials and Prep
 - d. Tips for facilitation
 - e. Slide Decks to accompany the sessions
2. Participant handbook for attendees/learners of the 12-part curriculum. Engaging materials including posters, exit tickets, and more.

3. Entire district license to use Dr. Rios's Staff Development Guidebook, Slides, and teacher workbook for a 3 year period.

Scholar System is committed to providing tailored programming and learning. We are happy to expand, edit, or restructure any of the 12 modules at the client's request, to meet their needs, goals, and objectives.

Examples of our core professional learning frameworks:

Educator Projected-Self Actualization: This term reflects the day-to-day practice of positive affirmation towards students. Projecting a future that students have not even begun to imagine is a critical step in helping them develop a sense of self-efficacy: the belief that they can achieve positive life outcomes in the future. Students that have managed to overcome dire adversity recount how their educators helped them visualize and plan for a better, brighter future. In describing how his teacher, Ms. Russ, saved his life, Dr. Rios states, "My teacher believed in me so much, she tricked me into believing in myself." As such, educators must embrace a day-to-day practice of affirming and demonstrating successful educational, life, and career pathways for their students.

Ecosystems of Cariño: In Spanish, the word Cariño translates directly to "care," but it also means affection, endearment, embrace, and when describing a space as Cariño or Cariñoso, it also means a place where one feels safe, at home, cared for, and happy. An Ecosystem of Cariño is a space where students, educators, and families feel safe, cared for, embraced, and happy, and a school with such an Ecosystem is defined by a strong sense of belonging that students feel when they enter the space, across classrooms, offices and hallways. Ecosystems of Cariño are measured by interviewing and surveying students, educators, and families how they feel in various school spaces. Examples of a strong Ecosystem of Cariño are consistently warm and cordial interactions between educators and students, welcoming classrooms and school spaces (complete with symbols of informational and emotional support), and disciplinary practices that label the behavior (not the child), allowing students to learn from their mistakes in a reintegrative manner.

Masbloom: The social-emotional domain [Maslow] is instrumental in opening up avenues for learning while the Bloom domain is fundamental in academic achievement. Masbloom is the fusing together of the Maslow and Bloom paradigms in everyday teaching practices. The social-emotional domain is instrumental in opening up avenues for learning while the Bloom domain is fundamental in academic achievement. When educators bring these two worlds together, students of all backgrounds are provided opportunities for feeling a sense of belonging,

safety, and caring, while also feeling the self-efficacy to master academic material. Masbloom empowers educators to implement high social- emotional support, combined with high rigor/high expectations to achieve prosperity for all students.

Please see a description of each of our 12 learning modules below:

Session 1: The Power of Educators

- In this session, participants will consider and internalize the profound impact adults have on student lives. This session centers around Dr. Rios's TED Talk: Help for Kids the Education System Ignores. Participants are asked to analyze and reflect upon its core messages: educating beyond deficits, valuing student stories, and providing critical resources to support our at-promise youth.

Session 2: The Damage of Deficit Thinking

- In this session, Dr. Rios explains why deficit thinking is damaging to student success and the health of school communities. Participants explore common examples of deficit language in comparison to asset-based/at-promise thinking. Educators will then discuss the direct impact on students and decide on concrete shifts in daily practice to demonstrate a more at-promise mindset.

Session 3: Classrooms of Prosperity and Ecosystems of Carino

- This session centers around the voice of students as a call to action for change. Participants will focus on the powerful experiences of at-promise youth and brainstorm how such a school would look and feel for students and staff. The group will reflect upon where they are in the journey as a school community and agree on immediate, systemic changes.

Session 4: Demonstrating Unconditional Belief

- In this session, participants explore our responsibility as educators to consistently remind students of their potential. Dr. Rios will explain Educator-Projected Self Actualization and participants will analyze a classroom scenario for at-promise interactions. Each educator will commit to making a 10° shift in their own practice to demonstrate unconditional belief in their students.

Session 5: Practical Strategies for Connecting with Students

- This session is a set of station rotation/centers activities. Participants will rotate through a series of engaging, high-level thinking classroom activities that model how to build and strengthen connections with students. These activities can be adapted to any grade level or subject area for use in the classroom, and participants will choose one to implement in the following weeks.

Session 6: Masbloom: Fusing Two Paradigms

- In this session, participants will learn about Dr. Rios' Masbloom framework and understand the importance of keeping high expectations for all students while also attending to the students' emotional health. In sessions 6-8, participants will explore key strategies to incorporate the

Masbloom framework into their teaching: effective questioning, active listening, and supporting productive struggle.

Session 7: Unpacking SEL: Why it Matters

- In this session, participants will solidify their understanding of Social and Emotional Learning. All activities in this session model effective SEL classroom practices while also expanding educators' understanding of the Masbloom framework. Additionally, participants will understand the importance of actively listening to students rather than only listening for the answer.

Session 8: Challenging Students Through Struggle

- In this session, participants will combine their learning of Masbloom with the concept of productive struggle. This session centers around a collaborative activity that allows participants to experience productive struggle through the lens of a learner. Educators will contrast destructive and productive struggle and learn strategies for supporting students to develop perseverance through challenges.

Session 9: Revising for Rigor

- This session focuses on understanding the true definition of instructional rigor. Participants will understand that rigor is not simply assigning more work, but a way of teaching and planning that supports students to think critically. Participants will gain techniques for revising traditional classroom strategies to increase rigor, critique lessons, and revise their own lesson plans.

Session 10: Prosperity for All Students

- In this session, participants will understand the definition of equity as “all students receiving the support they need.” Educators will apply this definition to the Masbloom framework and learn strategies to differentiate for diverse student needs, maintain unconditional belief, and support instructional rigor with higher-level thinking tasks.

Session 11: A Prosperity-Based Classroom Culture

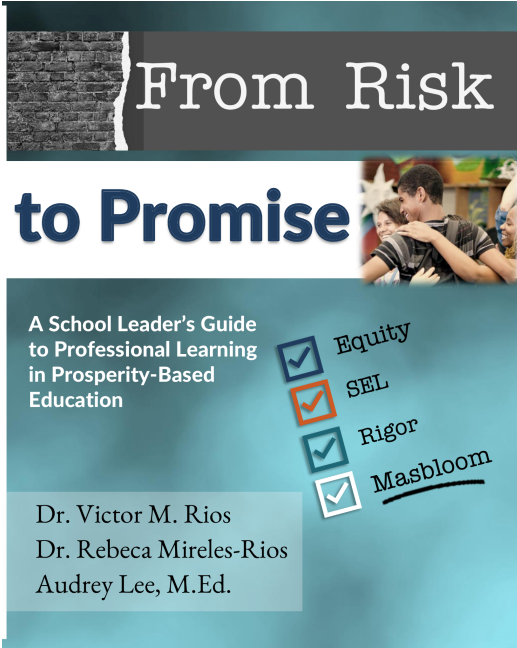
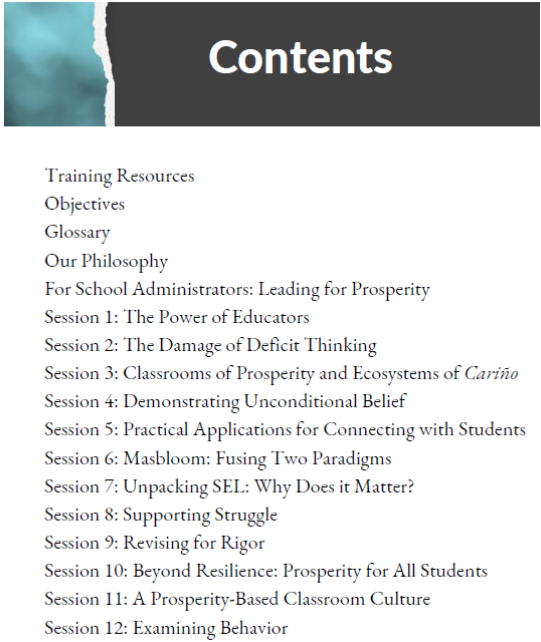
- In this session, participants will synthesize their learning for the year by considering the multiple components of an at-promise classroom culture. Educators will reflect on their self-assessment, celebrating areas of strength and identifying challenges. Using their results, they will decide upon actions to improve the health of their classroom community.

Session 12: Examining Behavior

- In this session, participants will consider prosperity-based strategies for responding to challenging student behavior and consider the impact of punitive behavior management techniques. Educators will reflect on their own reactions to student behavior, identify possible root causes, and practice positive responses when encountering that behavior in the classroom.

From Risk to Promise: Professional Learning In Prosperity-Based Education *Program Examples*

1. Staff Development Guide Handbook

	 Training Resources Objectives Glossary Our Philosophy For School Administrators: Leading for Prosperity Session 1: The Power of Educators Session 2: The Damage of Deficit Thinking Session 3: Classrooms of Prosperity and Ecosystems of <i>Cariño</i> Session 4: Demonstrating Unconditional Belief Session 5: Practical Applications for Connecting with Students Session 6: Masbloom: Fusing Two Paradigms Session 7: Unpacking SEL: Why Does it Matter? Session 8: Supporting Struggle Session 9: Revising for Rigor Session 10: Beyond Resilience: Prosperity for All Students Session 11: A Prosperity-Based Classroom Culture Session 12: Examining Behavior
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Objectives

In this Professional Learning pathway, educators will explore the understand the pivotal role they play in either supporting or hindering student success and well-being.

Participants will:

- Examine their own core beliefs and practices (as well as those of the larger school system).
- Consider the power of daily language and systemic policies that contribute to the overall culture of the classroom and community.
- Link current research with classroom best practices and takeaway practical teaching ideas to implement.
- Agree on action steps and make commitments to changing the culture of the classroom and school system.
- Set short-term goals and receive practical strategies and instructional activities to use in the classroom.

	inSpire	Why change? Why now? Why is it important?
	Check Yourself	What are your core beliefs and why? How do beliefs become behaviors?
	cHallenge	What are the challenges to change? How can we disrupt these barriers?
	cOnnect	What does it look like in practice? How does this apply to me? What does it mean for my students?
	Learn & Link	What does the research say? How can we connect best practices with actual practice?
	Apply & Act	How can you make a 10° shift to push your own practice? What do you commit to changing?
	Reflect	What impact did your shift have? What's next?

Session 1: The Power of Educators



Objectives

Participants will consider and internalize the profound impact adults have on student lives.

Opening & Teambuilding

What is your theme song for the year?

- Share out a few theme songs.
- TIP: Create a playlist of staff theme songs and play at the beginning of meetings!

Check Yourself (10 minutes)

Journal Prompt: What educator made the most significant (positive or negative) impact in your life? What changed about you as a result of this person?

- Participants should spend a few minutes jotting down thoughts in their handbook and the remainder of the time sharing with a partner.



Inspire Challenge (20 minutes)

Video: Dr. Rios's TED Talk (12 minutes)

- Share the video. There is a page in the handbook for note taking.

3-2-1 Blastoff!

- Complete the page in the handbook and discuss with a small group or a partner.

Share Out

- Solicit ideas/thoughts from the whole group.



Prep

- Administer a Staff Survey (see next page).
- HEADS UP! You will want to give yourself ample time to receive the results and create your quiz for Session 5.

Materials

- Participant Handbook
- Index Cards
- Exit Tickets

2. Slide Decks

Dr. Victor Rios: Help for Kids the School System Ignores



VICTOR RIOS



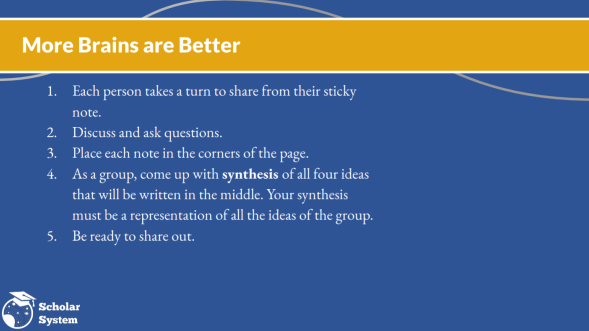
Consider and Connect

- What educator made the most significant (positive or negative) impact in your life?
- What changed about you as a result of this person?



Share your thoughts with a partner when you are ready.



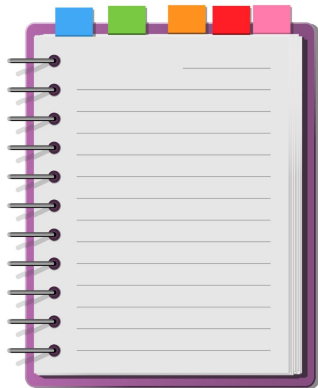
 The diagram features a central teal rectangle with the text "Teacher Power" in white. It is surrounded by several curved lines in blue, orange, and grey that intersect and loop around the central box. The background is white with blue borders at the top and bottom. The bottom left corner contains the Scholar System logo.	 The diagram has a yellow header with the text "More Brains are Better" in black. Below the header is a blue area containing a numbered list of five steps. The background is blue with a yellow border at the top. The bottom left corner contains the Scholar System logo.
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3. Participant Handbook

Session 1: The Power of Educators

JOURNAL PROMPT

- What educator made the most significant (positive or negative) impact in your life?
- What changed about you as a result of this person?



Session 3: Examining Behaviors & Core Beliefs

EXAMINING BEHAVIOR

What is the behavior?	What is my gut reaction?
What are the immediate, direct causes of this behavior?	Alternative Actions and Responses
What are the possible root causes of this behavior?	Alternative Actions and Responses
Positive Connections	At Promise Words

Session 3: Examining Behaviors & Core Beliefs

SESSION 4 FRONTLOADING

The Power of Positive Regard

Jeffrey Benson | *Educational Leadership* June 2016 | Volume 73

Being recognized and affirmed by a powerful adult can be life-changing for a young person.

"I think if I had to put a finger on what I consider a good education, a good radical education, it wouldn't be anything about methods or techniques. It would be loving people first." —Myles Horton, *We Make the Road by Walking: Conversations on Education and Social Change*

There's a tiny scene in the film *Boyz n the Hood*: A character off-handedly mentions to a young Latino man that he is smart. Later in the film, the man identifies how that comment, that bit of simple and unsupported praise, was a pivotal moment that changed his life and inspired him to go back to school.

Many voices in the education community question the value of such simple, unearned praise, yet done in the right spirit, it can help an educator change a student's life. Of course, I also want much of the praise I give students to be based on specific evidence. I support educators who make room for students to evaluate their own work. And I believe praise should never be delivered as a final judgment of character—because such hubris would also allow us to deliver a damning assessment that could haunt a student for years. But I believe offering praise that's not based on achievement—praise that communicates each person's unassailable right to a unique place in our human community—is important. For many students, such heartfelt and spontaneous praise is invaluable.

The Power of (Unconditional) Positive Regard

Many of us have had the experience of being buoyed up by adult praise. There was a teacher, grandmother, coach—a trusted adult—who looked at us and communicated in some fashion, "I notice you for who you are, and who you are is worthy." That notion, often called unconditional positive regard, is a foundation of the work of psychologist Carl Rogers. Positive regard of your human existence is not an earned status. You don't have to dance a certain way, dress a certain way, talk a certain way, or do anything special to be special. People who historically have not experienced receiving unconditional positive regard as a birthright have a harsher life. Consider how rarely people from minority groups explicitly hear in the dominant mainstream culture, "your life mattered from the moment you were born." Given the recent murders of young black men and women, it's chilling to

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NOTES

Session 6: The Damage of Deficit Thinking

ARTICLE JIGSAW

The Deficit Model Is Harming Your Students

Raise your underserved students' expectations by raising your own, and create a series of reachable, data-based goals, scaffolding your instruction and mitigating their fear of failure.

By [Janice D. Lombardi](#) | June 14, 2016 | from [Edutopia.org](#)

Believe That Your Students Can Learn

Students know their shortcomings, and so many—especially minority males—act up, act out, or drop out to rebel against the prevailing, unsubstantiated notion that all one has to do is *work harder*.

An article from *The Atlantic* related a study where white college students were surveyed about their perceptions of their non-white peers. Their perceptions of Hispanic and black urban students: They "do not work hard enough to improve their life circumstances." This belief isn't limited to students; it impacts teachers as well.

Unfortunately, some educators work from this deficit model, which means they believe that if underserved students worked harder, they would achieve. This is a problem. According to a National Center for Education Statistics' (NCES) study, teachers' expectations impact student success more than a student's own motivation. Stated in their study, tenth-grade students whose teachers had high expectations of them—compared to poor expectations—were three times more likely to graduate from college.

Students of color and students from low socioeconomic backgrounds are at a disadvantage when it comes to teachers' expectations. According to a 2014 Center for American Progress report, high school teachers believe that high-poverty, black, and Hispanic students are 53, 47, and 42 percent less likely to graduate from college compared to their white peers. The educators' expectations are nuanced to exclude students who may not have the advantages of the middle class. These intangible middle class

4. Engaging materials including posters, exit tickets, and more

Session 1: The Power of Educators Session 1 Exit Ticket NAME (OPTIONAL) _____ PLEASE RATE THIS PROFESSIONAL LEARNING SESSION, ANONYMOUSLY IF YOU PREFER. Please KEEP _____ Please STOP _____ Please START _____  Session 1 Exit Ticket NAME (OPTIONAL) _____ PLEASE RATE THIS PROFESSIONAL LEARNING SESSION, ANONYMOUSLY IF YOU PREFER. Please KEEP _____ Please STOP _____ Please START _____ 	Session 2: Student Stories Session 2 Exit Ticket NAME _____ WHAT ONE SMALL SHIFT WILL YOU DO TOMORROW TO DEMONSTRATE YOU VALUE STUDENT VOICE?  Session 2 Exit Ticket NAME _____ WHAT ONE SMALL SHIFT WILL YOU DO TOMORROW TO DEMONSTRATE YOU VALUE STUDENT VOICE? 
4 ©Scholar System 2021 Staff Development Guide	5 ©Scholar System 2021 Staff Development Guide

“It has been a wonderful day with so much information not only for myself, but for my students, and their parents. The feedback I have gotten has been number 1 across the board. One thing that I really appreciated and that my students and parents appreciated was the way the information was presented. The stories, the anecdotes, that’s what really touched my heart, that’s what really touched my student’s heart. One of my students, he even said he had to really hold in his emotions to not start crying because he was so moved and that to me speaks volumes.”

-Maria J. Teacher San Gabriel High

Arizona Hispanic Chamber of Commerce

“Dr. Victor Rios shared his universal knowledge and expertise in education with our audience of business professionals, policy makers and educators in Arizona. He connected with all of them acting as a catalyst to a long overdue conversation in which all stakeholders found common ground. His ability to paint a vivid picture of the systemic inequities for children of color is right on point. Further, the solutions that he provides are a launching pad for change in all communities. Dr. Rios’ story is both inspiring and empowering!”

-Monica Villalobos, President and CEO

“Over 350 Arizona educators had the wonderful opportunity to hear from Dr. Victor Rios during our Practitioners of English Language Learning (PELL) Meeting. He ignited the day as our keynote by reminding us that "educators have the power to transform lives" and that "human connection has no language". His testimony inspired participants to continue to move forward and do the hard work necessary to meet the needs of students all across Arizona. Thank you, Dr. Rios, for energizing and inspiring us!”

– Dr. Melissa Castillo, Deputy Associate Superintendent, Arizona Department of Education