GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

Learning Environment

Developing a Collaborative Community of Students

July 20, 2016

Summer Institute on Teaching + Learning

TODAY'S PRESENTERS

From the Great Schools Partnership

Andi Summers, Senior Associate

Jean Haeger, Senior Associate

Agenda

Opening Activity - "Scattergories"

What do we mean by learning environment?

Stations:
Tomlinson quotes, partner brainstorm, group video discussion

Chalk Talk Reflection

Questions?

"Scattergories" Directions

- Form partners / triads

- Write down the following categories:

  - A school subject or activity

  - Great teaching is _____.

  - A math word

  - An instructional strategy

  - A city

- You and your partner(s) will have 2 minutes to come up with a word or phrase that fits each category, all beginning with the letter we roll.

  - You must choose only 1 word/phrase per category.

  - You will get a point for each unique word/phrase.

  - You can be creative or humorous in your interpretation, but the room gets to vote on if it is acceptable!

Outcomes

Understanding the kinds of physical structures, routines and expectations that support classrooms with varied groups and activities happening at once

Outcomes

Increased knowledge of deliberate strategies for building positive relationships between teachers and students and between classmates

Outcomes

Creation of a list of ways to rethink a lesson or unit you've taught that could potentially increase engagement, differentiation, and enjoyment

What do we mean by Learning Environment?

- Physical space

- Routines and procedures

- Classroom management

- Safe and supportive environment for taking risks, asking questions, and making mistakes
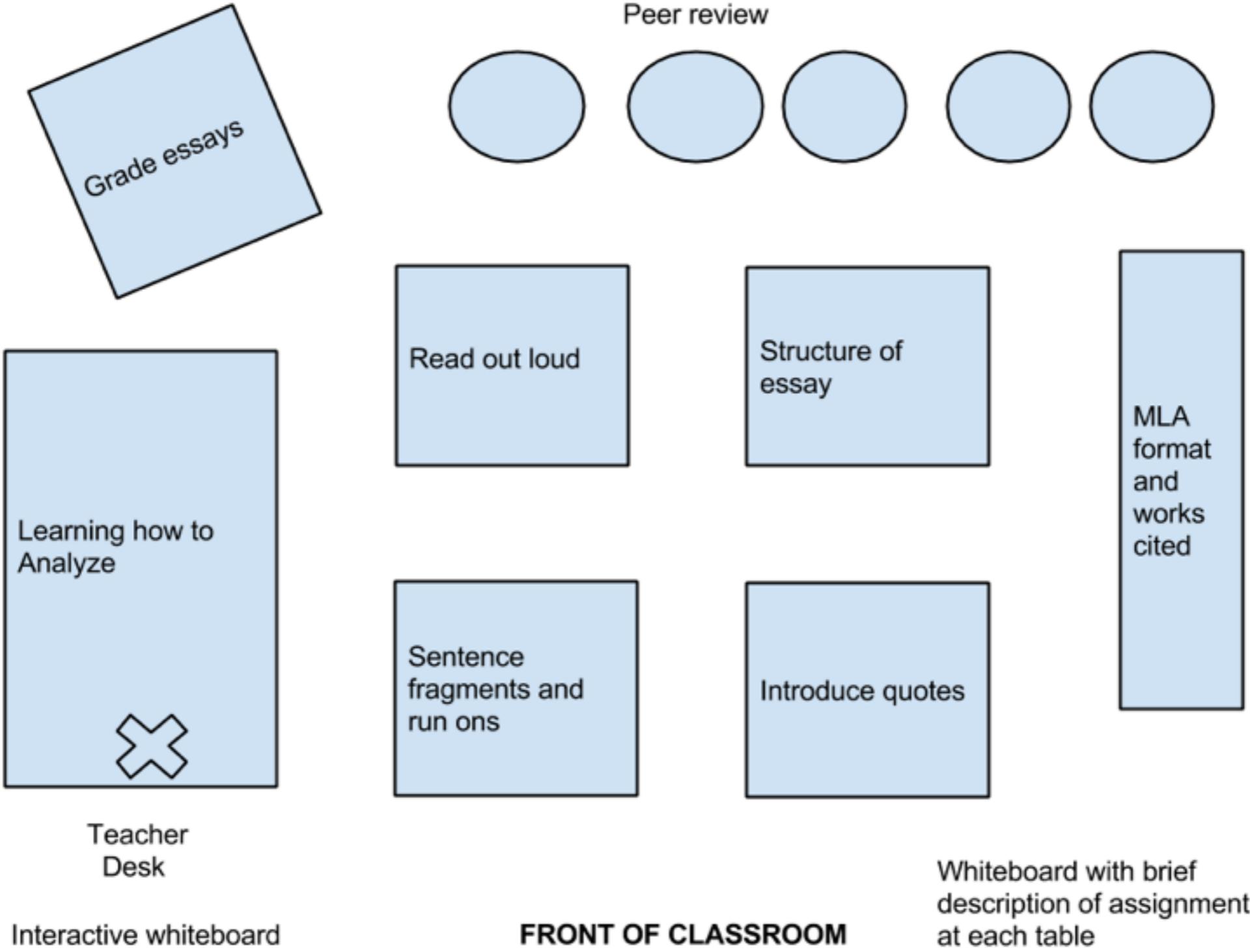
Physical Space

Routines and Procedures

Effective teachers use routines for daily tasks more than their ineffective counterparts. They invest the time at the start of the school year to teach the routines.

-Stronge, Tucker, & Ward, 2003

Stations or Centers

Peer review

Grade essays

Read out loud

Structure of essay

MLA format and works cited

Learning how to Analyze

Sentence fragments and run ons

Introduce quotes

Teacher Desk

Interactive whiteboard

FRONT OF CLASSROOM

Whiteboard with brief description of assignment at each table

Classroom Management

Comparing the effectiveness of aspects of classroom management Summary of experimental data from Marzano (2003)	Average effect-size	Number of students or pupils	Number of studies	Decrease in number of disruptions (Average for the studies)
Rules and procedures Strategies to clearly and simply express rules and other expectations of student behaviour. Also to justify these persuasively from the teacher's and students' point of view. For greatest effect the rules are negotiated with students	0.76	626	10	**28%**
Teacher-student relationships Strategies to improve the rapport, and mutual respect between teacher and student	0.87	1110	4	**31%**
Disciplinary interventions The effective use of 'sticks and carrots' to enforce the rules described above	0.91	3322	68	**32%**
Mental set Strategies to develop your awareness of what is going on in your classroom and why. A conscious control over your thoughts and feelings when you respond to a disruption.	1.3	502	5	**40%**

table from *Evidence Based Teaching* by Geoff Petty (2006)

Safe + Supportive Environment

- Trust between teacher/student and student/student

- Model risk-taking

- Varying questioning techniques

- Develop a culture that celebrates being wrong

Safe + Supportive Environment

- Deliberate team building

- Projects requiring collaboration (skills individually assessed)

- High interest, engaging learning activities

- Reflection

3 Rotating Centers

15 minutes each

1. Tomlinson quotes

2. Partner brainstorm

3. Video about collaborative work contracts

Resources

- New Tech Network Collaborative Work Group Contracts

- Collaborative Routines – Tools for Classroom Teachers

- Five Movement Strategies in the High School Classroom

- Learning Centers in the Secondary Classroom

- Chalk Talk Protocol

Questions?

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482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org

THANK YOU

Andi Summers
Senior Associate
asummers@greatschoolspartnership.org

Jean Haeger
Senior Associate
jhaeger@greatschoolspartnership.org