Learning Environment

PersonalizedPD's continuous learning process has teachers surface challenges in their classroom and try proven teaching strategies to find what works to accelerate student learning. Our 5,000+ proven strategies (pulled from the lessons of our highly-effective Master Teachers) are organized in a strategy browser by Student Growth Areas and corresponding Teaching Challenges. Our **Learning Environment Teaching Challenges pull from domains 1, 2 and 3 of Danielson's Framework** and are organized within the SGAs to build in complexity from entry to mastery.

Student Growth Areas & Teaching Challenges

Building Confidence and Competence with Classroom Routines & Procedures

Understand Expectations

Come to Class Prepared

Stay Focused

Self-monitor and Assess Progress on Task

Contribute to Ownership

Assume Responsibility by Initiating Improvements

Building a Collaborative Classroom Community

Respectful Members of Classroom Community

Equally Participate in Class Discussions

Give and Accept Feedback

Reflect on Performance

Partner Talk

Group Talk and Group Work

Student-led InquiryUse Visual Models, Patterns, Rules, and Properties

Developing a Growth Mindset

Understand Learning Style and Challenge Self

Use Data to Set Realistic Goals

Make Appropriate Learning Choices

Strategically Apply a Variety of Strategies

Take Risks and Learn from Mistakes

Advocate for Help

Seek Out and Engage in Challenging Tasks

Developing Digital Citizenship & Literacy Skills

Use Digital Media to Enhance Learning

Use a Variety of Digital Tools

Use Digital Tools to Create New Ideas

Select and Evaluate Digital Tools

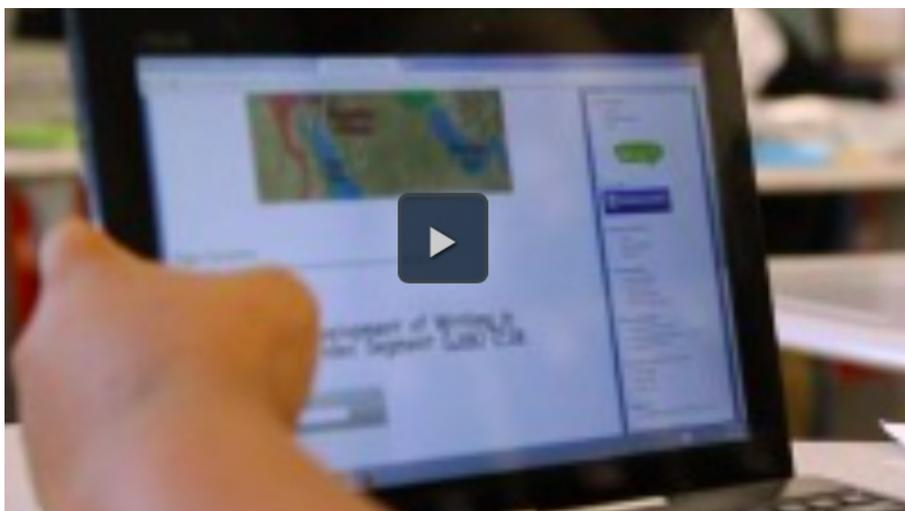Leverage Digital Content and Technology

How can I help students stay focused on a given task?

» Students are able to remain focused on the task for 5 or more minutes

» Students need to be redirected after 2 or less minutes

Sample Strategies

Workflow Guide

Tanesha creates a workflow guide for each student to move through in order to achieve understanding and reach completion goals for a project or task. In a largely self-paced classroom, the workflow guide helps Tanesha's students manage their independence, and they use it every day on their learning management system to move through the day's work.

SOURCE: BetterLesson

GRADES: Middle School

QUESTIONS TO CONSIDER

How could you modify this strategy for your students?

What could be challenging about this strategy, and how could you address any challenges in advance?

How could you ensure that students are staying on task when using this strategy?

How could you incorporate time chunks within this strategy to better pace students?

Focusing Call & Response

Mark uses a focusing call and response to get his students' attention quickly. Mark will call out a saying, and the students will chant out a response. Mark will often repeat more than one chant to ensure his students are fully attentive. This allows the students to gain clear instructions from their teacher.

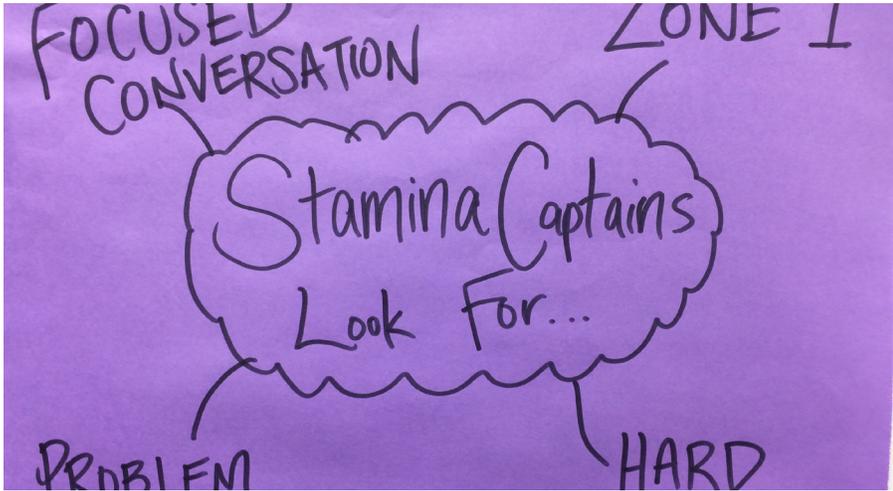**SOURCE:** BetterLesson

GRADES: Upper Elementery

QUESTIONS TO CONSIDER

What could be challenging about this strategy, and how could you address any challenges in advance?

How could you make sure you are changing the call and response frequently?

What could be an engaging call and response for your students?

Stamina Captains

Stephen uses stamina captains to track stamina among students at their table throughout independent work. Stephen emphasizes stamina, which in turn encourages focus. If they begin discussing something that is off-topic, the stamina captain writes theirs name on a post-it. They are given an opportunity to "fix" their behavior by getting back on task. If they do not, they receive a phone call home as a consequence.

QUESTIONS TO CONSIDER

What could be challenging about this strategy, and how could you address any challenges in advance?

What criteria could you use to pick students to be stamina captains?

How could you build relationships with families to ensure the effectiveness of this strategy?

Literature Circle Group Roles

Elizabeth's students join their literature circles to discuss the reading that was completed for homework. Each student completes an assignment based on his or her role. These roles provide a structure for student discussion within their literature circles.

QUESTIONS TO CONSIDER

How could you involve students in the creation and assignment of role responsibilities?

How could you support students to create a discussion based on their completed assignments rather than just a reporting out from each member?

How could you implement this strategy to help students equally participate in the discussion?

How could group roles support students to equally participate in group discussions?

Setting Turn & Talk Expectations

TURN and TALK

Share Your Thinking
- This reminds me of ...
- I am wondering...
- I am guessing...
- I think this is really important ...
- I am picturing...
- At first I thought..but now I'm thinking...

Respond to Thinking
- Actively listen
- Pause
- Follow up with an approachable tone
  - Tell me more about your thinking...
  - What did you find out that you didn't know before?
  - Why is this important?

QUESTIONS TO CONSIDER

How could you create student ownership over the expectations?

What could be challenging about this strategy? How could you address any challenges in advance?

What specific expectations would you model for your students?

In order to model a turn and talk, Hillary enlists the help of another adult. The two model for students what turn and talks should look and sound like. Hillary models what she wants her students to do during turn and talks and emphasizes that a turn and talk is not just two people stating an opinion with no discussion. Once Hillary and the other adult complete the turn and talk, students share out what they noticed. Hillary provides her students with turn and talks cards to support students to remember these expectations. At the end of the lesson, Hillary's students complete a t-chart (old vs. new) to document how they plan to change their turn and talks to meet these new expectations.