

The Elementary Learning Environment



Keystones to Opportunities
Goal 4

Create 21st Century literacy environments where children can acquire the reading, writing, speaking, listening, and language skills they need to succeed academically.



Objectives



Participants will know and be able to do:	Evidence:
Reflect on the Elementary Learning Environment through the perspectives of : <ul style="list-style-type: none"> • Brain Research • H.E.A.T. • PA Literacy Framework • Universal Design for Learning • 21st Century Learning • Physical Environment 	Develop an action step as a result of this session



Keystones to Opportunity



My Favorite Place to Shop

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Think about your favorite place to shop....



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What makes it your favorite?

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Think of why it is your favorite place to shop ... and make a list.



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So how do these things relate to the learning environment?



Brain Friendly Learning

- I - Instructional Climate
- C - Cerebral Engagement
- A - Authentic Applications
- N - Neural Connections



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I — Instructional Climate



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C — Cerebral Engagement



- Activities that promote humor and purposeful movement
- Intellectual and structural novelty
- Opportunity to make intellectual choices and to provide suggestions



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A — Authentic Applications

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Students need to "play with" the new information they have acquired and manipulate it in authentic situations to develop genuine understanding.



N — Neural Connections

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- "Connect" and "attach" the new learning with previously learned materials or activities
- Chances to discuss and reflect on what they are studying



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What is the Significance?

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- High levels of emotional support are associated with growth in reading and math achievement from kindergarten through fifth grade.
- High levels of classroom organization are associated with gains in first graders' literacy.
- First-grade children at risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-student interactions.



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PA Literacy Framework

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- A relationship exists between young children's motivation to learn and their perception that adults care about them.
- Caring is one element that appears to most strongly influence whether children enjoy school (Lumsden, 1999).
- Caring environments with clear, high expectations are the underpinnings of motivation.
- The nature of students' relationships with teachers is central to what makes school appealing or distasteful, inviting or uninviting.



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H.E.A.T

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H - Higher order thinking
E – Engaged learning
A – Authentic connections
T – Technology use

- All grantees who target schools Kindergarten through grade 12 will be required to administer H.E.A.T.
- H.E.A.T. must be administered a *minimum* of 2 times a year.

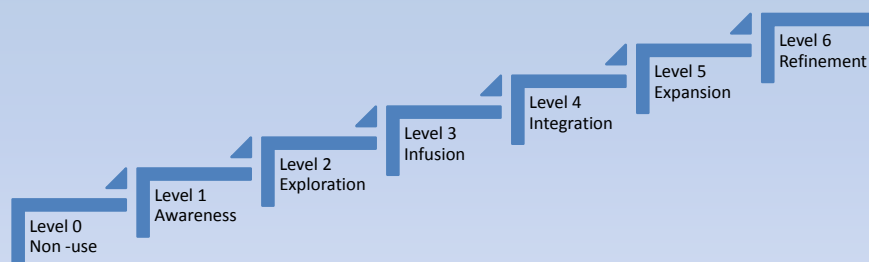


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Levels of Teaching Innovation

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H.E.A.T. stands for Higher-order thinking, Engaged learning, Authentic learning, and Technology use. The H.E.A.T. Framework measures the integration of these four factors in classroom instruction.

H.E.A.T.

- ✔ **H.E.A.T. Intensity Level 1**
 - ◆ H - Students taking notes only; no questions asked
 - ◆ E - Students report what they have learned only
 - ◆ A - The learning experience is missing or too vague to determine relevance
 - ◆ T - No technology use is evident
- ✔ **H.E.A.T. Intensity Level 2**
 - ◆ H - Student learning/questioning at knowledge level
 - ◆ E - Students report what they have learned only; collaborate with others
 - ◆ A - The learning experience represents a group of connected activities, but provides no real world application
 - ◆ T - Technology use is unrelated to the task
- ✔ **H.E.A.T. Intensity Level 3**
 - ◆ H - Student learning/questioning at comprehension level
 - ◆ E - Students given options to solve a problem
 - ◆ A - The learning experience provides limited real world relevance, but does not apply the learning to a real world situation
 - ◆ T - Technology use appears to be an add-on and is not needed for task completion
- ✔ **H.E.A.T. Intensity Level 4**
 - ◆ H - Student learning/questioning at application level
 - ◆ E - Students given options to solve a problem; collaborate with others
 - ◆ A - The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation
 - ◆ T - Technology use is somewhat connected to task completion involving one or more applications
- ✔ **H.E.A.T. Intensity Level 5**
 - ◆ H - Student learning/questioning at analysis level
 - ◆ E - Students help define the task, the process, and the solution
 - ◆ A - The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation
 - ◆ T - Technology use is directly connected to task completion involving one or more applications
- ✔ **H.E.A.T. Intensity Level 6**
 - ◆ H - Student learning/questioning at synthesis/evaluation levels
 - ◆ E - Students help define the task, the process, and the solution; collaboration extends beyond the classroom
 - ◆ A - The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students
 - ◆ T - Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs



Universal Design for Learning (UDL)

The goal of UDL is to create environments in which everyone will have the opportunity to become expert learners, and the means to get there, be it tech or non-tech, should be flexible.





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The goal of classroom management is not quiet classrooms, it's productive students.



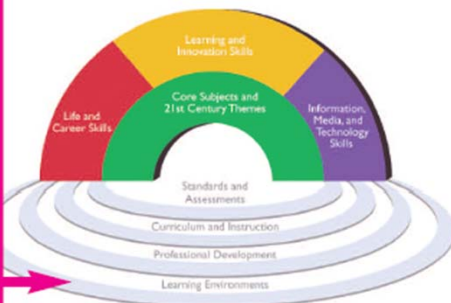
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21st Century Skills

A child who enters school in good health and feels safe and connected to her school is ready to learn. A student who has at least one adult in school who understands his social and emotional development is more likely to stay in school. All students who have access to challenging academic programs are better prepared for further education, work and civic life. These components must work together, not in isolation. That is the goal of whole child education. — Making the Case for Educating the Whole Child, ASCD, 2009



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Guiding Recommendations

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1. Establish a 21st century vision for learning environments.
2. Ensure educational structures enable 21st century skills.
3. Move toward flexible units of time that enable project-based work, interdisciplinary theme and competency-based measures of student progress.
4. Empower collaboration and connections in learning environments.



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21st Century Skills Outcomes

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- Critical thinkers
- Problem solvers
- Good communicators
- Good collaborators
- Information and technology literate
- Flexible and adaptable
- Innovative and creative
- Globally Competent
- Financially literate



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What has changed?

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New learning environments are needed to support technology-equipped students at work both individually and in collaborative teams and to provide environments that support focused work, collaborative work, hands-on project work, and for presentation and exhibition.”



(Fielding, 1999)



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Arranging the Physical Environment...

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To support Teaching and Learning



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Why should we consider the environment?

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- If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn.
- However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning.



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Key Elements

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- ✓ Clearly Defined Spaces
- ✓ Determine the types of activities
- ✓ Include storage and accessibility
- ✓ Strategically arrange the areas
- ✓ Proximity & visibility
- ✓ Well organized



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Wall Displays

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The classroom becomes a representation of student's learning and discoveries.



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The Classroom Library

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We should provide access to books in our classes with the same differentiated approach we bring to any other lesson, assessment, or activity.



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Literacy Centers

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- Designated for specific learning purposes
- Provide appropriate materials to help students work independently or collaboratively to meet literacy goals
- Allow for student choice, have explicit and ongoing routines
- Promote student collaboration, facilitate student motivation, and provide targeted practice for students



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Fifth Grade Classroom Tour

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- <http://www.choiceliteracy.com/members/1581.cfm>



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Turn and Talk

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What did you notice as you took the tour of this fifth grade classroom?

Share your thoughts for the next minute....



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Literacy Rich Environments


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1 2 3



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What's the missing piece?

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1 2 3



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“No idea is worth anything
unless it is acted on.”

- Sidney Parnes



Objectives

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Now that I know....

I will....



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