

Assignment Description: Learning Environments Report

The Learning Environments Report is designed to allow candidates to demonstrate their skill in designing social and physical learning environments that contribute to student growth and high levels of engagement. This includes:

- arranging the classroom in purposeful ways to increase student learning (e.g., arrangements of texts, visibility of anchor charts, accessibility of writing materials, etc.)
- clear communication of instructional schedule and learning objectives
- purposeful use of instructional routines to provide increase time on task
- intentional grouping used to meet differentiated learning goals
- thoughtful use of the literature on self-efficacy, engagement, positioning, and motivation
- thoughtful use of FOLIA data to utilize students' resources and funds of literate identity AND positively position students when FOLIA reveals a student has a negative literate identity
- use of a range of digital and conventional texts that represent a range of genres, settings, and topics
- use of texts that include economically, linguistically, culturally, and/or ethnically/racially diverse characters and perspectives

Candidates will work in “learning pods” with children in the same age range. At various points in the semester, each candidate will analyze their lesson plans and reflections to determine the effectiveness of the learning environment. See the course schedule for the due dates.

| | Standard 2.3,5.3 How we used a variety of texts... | Standard 5.3 How we used a variety of instructional routines... | Standard 5.4 How we utilized various grouping configurations... |
|---|---|--|--|
| <i>To create an effective physical environment for learning (5.1)</i> | | | |
| <i>To create an effective social environment for learning (for example, low risk, includes choice and other EBPs) (4.2, 4.3, 5.2)</i> | | | |
| <i>To ensure student progression toward differentiated</i> | | | |

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| <i>instructional goals (2.2)</i> | | | |
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| <u>Explain how you:</u> used resources that reflect diverse characters, settings, and topics (Standard 2.3, 4.2, 4.3) | |
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| <u>Learning Environments Report Rubric</u> | | | |
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| | Unacceptable | Developing | Acceptable |
| <i>To create an effective physical environment for learning (5.1)</i> | The candidate's teaching incorporates inappropriate, ineffective, or nonevidence-based strategies in relation to the physical environment. | The candidate's teaching incorporates inconsistent or limited variety of evidence-based strategies to create an effective physical environment. | The candidate's teaching incorporates a variety of evidence-based strategies to create an effective physical environment. |
| <i>To create an effective social environment for learning (for example, low risk, includes choice and other EBPs) (5.2;</i> | The candidate's teaching incorporates inappropriate, ineffective, or nonevidence-based strategies in relation to the social environment. | The candidate's teaching incorporates inconsistent or limited variety of evidence-based strategies to create an effective social environment | The candidate's teaching incorporates a variety of evidence-based strategies to create an effective social environment |
| <i>To ensure student progression toward differentiated instructional goals (2.2)</i> | The candidate's teaching incorporates inappropriate, ineffective, or nonevidence-based strategies in relation to differentiated instruction. | The candidate's teaching incorporates inconsistent or limited variety of evidence-based practices to <i>ensure student progression toward differentiated instructional goals</i> | The candidate's teaching incorporates a variety of evidence-based practices to <i>ensure student progression toward differentiated instructional goals</i> |
| | The candidate's teaching did not incorporate print and | The candidate used inconsistent or limited variety | The candidate used a variety of print and digital (including |

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|--|--|---|--|
| <i>How we used a variety of texts (2.3, 4.2, 4.3, 5.3)</i> | digital (including online) resources that reflect diverse characters, settings and topics | of print and digital (including online) resources that reflect diverse characters, settings and topics | online) resources that reflect diverse characters, settings and topics |
| <i>Standard 5.3 How we used a variety of instructional routines</i> | Candidate did not use evidence-based instructional routines to maintain a positive literacy learning environment | Candidate used inconsistent or limited evidence-based instructional routines to maintain a positive literacy learning environment | Candidate used multiple evidence-based instructional routines to maintain a positive literacy learning environment |
| <i>Standard 5.4 How we utilized various grouping configurations</i> | Candidate did not use evidence-based grouping configurations to differentiate instruction for all students | Candidate used inconsistent or limited evidence-based grouping configurations to differentiate instruction for all students | Candidate used multiple evidence-based grouping configurations to differentiate instruction for all students |