Framework for a Positive Learning Environment

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| **Framework Components** | **Social Emotional Climate**  **Looks and Sounds like...** | **Academic Climate**  **Looks and Sounds like...** |
| **1. Communicating a vision for a positive learning environment** | ᷿᷿᷿᷿ Establishment of a written document stating a purpose and vision for a common approach to establishing a positive learning environment.    ᷿ Document is communicated to  all staff, students, families, and board members.    ᷿ The school community participates in the creation of the vision. | Establishment of a written document stating a purpose and vision for a common approach to establishing a positive learning environment.    Document is communicated to  all staff, students, families, and board members.    The school community participates in the creation of the vision. |
| **2. Communicating Expectations** | ᷿ Expectations are created collaboratively  ᷿ Expectations are posted in the classroom and around school    ᷿ Adults use language of expectations when teaching and correcting behavior  ᷿᷿ All adults and students have been taught the expectations    ᷿ Expectations are positively stated and minimal in number (3-5) | ᷿ Expectations are created collaboratively, using Vermont’s Framework of Standard and Learning Opportunities, the Education Quality Standards as guides.    ᷿ Expectations and learning targets are posted in the classroom.    ᷿ Adults refer back to expectations and learning targets when teaching, redirecting, and assessing.    ᷿ All adults and students have been taught the expectations.    ᷿ Expectations are positively stated. |
| **3. Practices, Lesson Plans, and Techniques for creating a positive learning environment** | ᷿ Administrators and teachers schedule and document the teaching of expectations to students in a developmentally appropriate context  ᷿ All staff reteach expectations after vacations, breaks, and during stressful months  ᷿  Teachers access training focused techniques that allow for accessibility of learning for all students. These include PBIS, UDL, and Responsive Classroom.    ᷿ Lesson plans developed by teachers include behavioral steps that allow for academic inquiry  ᷿ Techniques for teaching expectations and behaviors include: interactive modeling, guided practice, role-playing, and specific reinforcing feedback | ᷿ Administrators and teachers schedule and document the teaching of content to students in a developmentally appropriate context    ᷿ Administrators and teachers create systems for reviewing and reteaching content. Additionally, there is a system for intervention, created by administrators and teachers, that helps students obtain proficiency in academic content.    ᷿ Teachers access content specific training of engaging teaching and learning practices.    ᷿ Lesson plans developed by teachers include multiple pathways for students to reach proficiencies as well as opportunities for academic risk and challenge.    ᷿ Techniques for teaching content include: interactive modeling, guided practice, role-playing, project-based learning, specific reinforcing feedback, student-led discourse, academic choice, and personalized pathways for learning |
| **4. Establishing a norm for positive behavior that allows for academic inquiry, choice, engagement, and rigor.** | ᷿ All school staff are trained to use and practice positive language techniques that include specific reminders, reinforcers, and redirection of behavior  ᷿ Feedback is designed to lead learners toward self-control and independence    ᷿ Techniques for establishing the norm include: a structured greeting, structured reflection opportunities, social conferences, goal setting opportunities, communication with parents on social-emotional growth, opportunities for real or virtual ethical decision-making, conflict-resolution practices, and communication of consequences for violating the established expectations.  ᷿ Corrections and critique of behaviors explicitly connect to expectations rather than individuals. | ᷿ All school staff are trained to use and practice positive language techniques that include specific reminders, reinforcers, and redirection of academic inquiry.    ᷿ Feedback is designed to lead learners to independent proficiency and mastery    ᷿ Techniques for establishing the norm include: establishing learning targets, structured reflection opportunities, learning conferences, goal setting opportunities, communication with parents on academic growth, opportunities for real or virtual ethical decision-making, conflict-resolution practices, and communication of consequences for violating the established expectations.    ᷿ Corrections and critique of performance are connected to proficiencies and encourage a growth mindset. |
| **5. Procedures for Discouraging Problem Behaviors** | ᷿ Administrators and peer mentors will establish a system for observing classroom management techniques and challenging behaviors.    ᷿ All school staff will receive training and practice on responding effectively and safely to problem behaviors    ᷿ A written flowchart outlines levels of behavior with corresponding strategies and consequences    ᷿ A system exists to document problem behaviors and responses | ᷿ Administrators and peer mentors will establish a system for observing classroom engagement, academic rigor, and respect for learning.    ᷿ All school staff will receive training and practice on preventing problem behaviors including: the use of teacher proximity, nonverbal cues, problem-solving conferences and class meetings, student–student conflict resolution, and problem-solving with parents |
| **6. Data is used to monitor the establishment, maintenance, and growth of a positive learning environment** | ᷿ A system is established for year-to-year comparisons of attendance, principal referrals, and suspensions.    ᷿ A system and tools are established formonitoring practices and outcomes for social-emotional growth on an on-going basis. | ᷿ A system is established for year-to-year comparison of content proficiencies    ᷿ A system and tools are established for monitoring opportunities for academic inquiry, engagement, and rigor within every classroom. |

PBIS & RC: Creating a Positive School Environment

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