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 toall 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 toall staff, students, families, and board members. The school community participates in the creation of the vision. |
| **2. Communicating Expectations** | ᷿ Expectations are created collaboratively᷿ Expectations are posted in the classroom and around school ᷿ Adults use language of expectations when teaching and correcting behavior᷿᷿ 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 context᷿ All staff reteach expectations after vacations, breaks, and during stressful months᷿ 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 inquiry᷿ 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 behavior᷿ 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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 Developed 2016