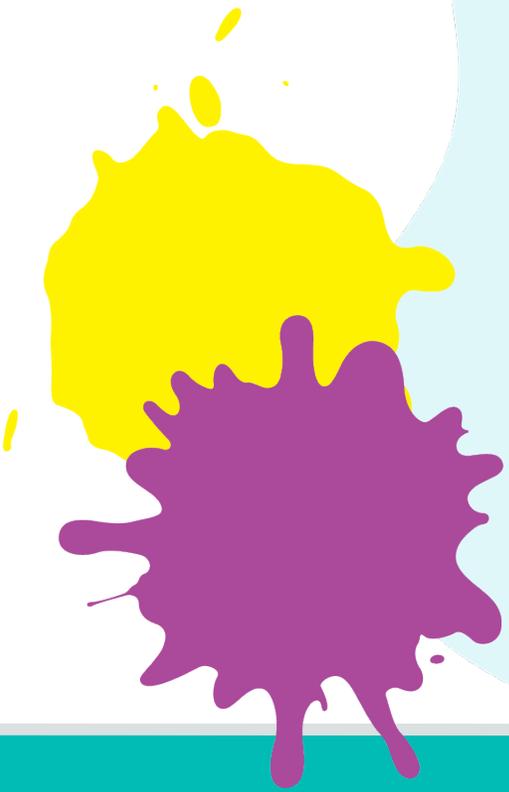




Name Game!

Introduce yourself to the group in the chat box using **your name** and an **adjective that describes you** and **starts with the first letter of your name.**





An Artfully Formed Positive Learning Environment



ION Summit 2020
Thursday, Oct. 15



This presentation was produced under
U.S. Department of Education
contract No. ED-ESE-14-D-0008
with Synergy Enterprises, Inc.

The views expressed herein do not necessarily
represent the positions or policies of
the U.S. Department of Education.

No official endorsement by the U.S. Department of Education of
any product, commodity, service, methodology, technique or
enterprise mentioned here is intended or should be inferred.



Disclaimer



Facilitator



Chelsea Heffernan

You for Youth (Y4Y) Project Specialist



Objectives



-  Discover what it means to create a positive learning environment.
-  Implement six strategies to create and sustain a positive learning environment.
-  Identify Y4Y resources that assist with facilitating positive relationships among staff and students.





Definition

In a positive learning environment, everyone plays an equally important role in creating a place where everyone feels safe and respected.

This environment increases engagement and productivity and enables students to thrive and grow.





Your Program Environment

Atmosphere

**Stakeholder's
Perception**

**Student Behavior
and Learning**

Relationships

Six Key Strategies



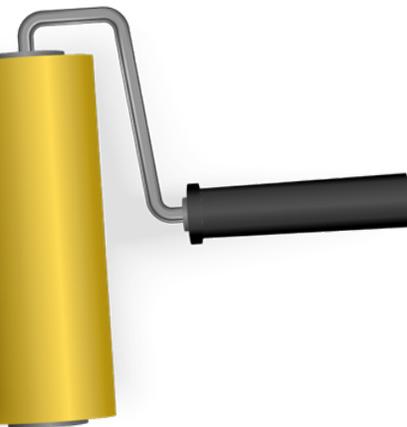


Define Organizational Culture

Vision and Mission Statements

Program's Driving Values

Culture and Climate Statements





Mission & Vision Statements



Stretching minds and enriching lives for our next generation and all of our community.



To engage students and families in enrichment opportunities designed to improve their present and future academic, behavioral, social and emotional skills for school and life.

Build these with your team!



Culture

...is the group's personality.

...takes years to evolve.

...is based on values and beliefs.

...is "the way we do things around here."

...determines whether improvement is possible.

Climate

...is the group's attitude.

...is easy to change.

...is based on perceptions.

...is "the way we feel or what we see."

...is the first thing that improves when positive change is made.



Values and Culture Statements

Value
Communication

Culture Statement

Communicate consistently with all stakeholders.

Value
Diversity

Culture Statement

Embrace the diversity of all stakeholders.

Value
Inclusivity

Culture Statement

Ensure that all students have access to the program.



Value Quality

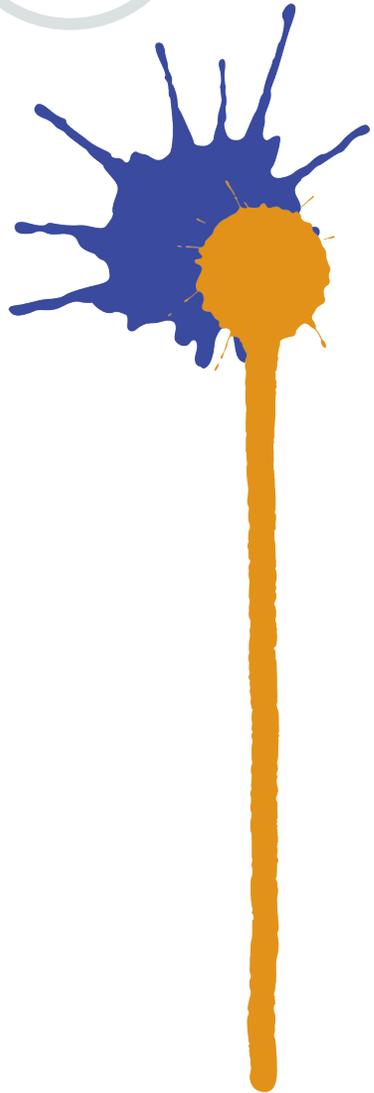
Culture Statement

Implement best practices for achieving high educational and operational standards.

Climate Statements

- We will intentionally design activities to meet student needs.
- We will participate and interact with students during all activities.

Gather Data



Culture and Climate Perception Survey

Culture and Climate Perception Survey: Student

This survey is voluntary. You do not need to complete it, but we hope you do! Your answers will help make this program even better.

Directions: For each statement, put an X in the box that matches your response. For example, if a statement says, "Kids eat a lot of ice cream" and you agree, place an X in the Agree column box for that question. (P.S. There are no questions about ice cream.)

	In this program...	Disagree a Lot	Disagree	Neutral	Agree	Agree a Lot
1	I feel safe in hallways.					
2	I often hear staff yell at other students.					
3	I see staff treat all students with respect.					
4	I have been taught to understand how others think and feel.					
5	I see staff listening to students.					
6	I see other students receive rewards for good behavior.					
7	I believe that students know how they are expected to act.					
8	I see students respecting others who are different from them.					
9	I feel safe in program areas.					
10	I have been taught how to identify my emotions.					
11	I try my best.					
12	I see students being friendly with each other.					
13	I believe the consequences of breaking rules are fair.					
14	I see students caring about one another.					
15	I see students being removed for breaking rules.					
16	I participate in program activities.					
17	I think students are punished a lot.					
18	I see staff praising students often.					
19	I believe program rules are fair.					
20	I see staff praising students for doing the right thing.					
21	I feel safe in bathrooms.					
22	I believe the adults who work here care about their students.					
23	I have been taught to accept the positive and negative consequences of my behavior.					
24	I complete my work.					



Y4Y Tools and Resources



YOU FOR YOUTH



You for Youth | **Organizational Culture and Climate**

1

Implementation Checklist: Establishing Your Organization's Culture

Use this tool as a guide for planning the first steps in providing a positive organizational culture.

Establishing Culture

Step 1: Building Your Program

This work is intended to guide you in establishing a positive organizational culture. Building a positive organizational culture requires that you include all members of your program team. Then, invite all stakeholders to share their perspectives on organizational culture and climate. Consider that students, families and partners are all part of the organizational culture and climate. Remember, while it's important to listen to the participants to care about, it's also important to share your own perspective.



You for Youth | **Organizational Culture and Climate**

1

Techniques for Building Culture and Climate

Building your organizational culture and climate requires that you take notes on what you observe and to help you understand the current state of your organization.

For best results: Split your team into small groups — and have each group take notes on organizational culture and climate statements.

Maybe you have a list of organizational culture and climate statements. If so, use the tool **Culture and Climate Perception Surveys** to help you build a positive organizational culture and climate.

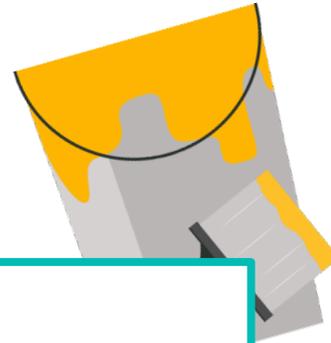
1. SWOC



YOU FOR YOUTH

Culture and Climate Perception Surveys

Y4Y offers three example surveys — one for students, one for staff and one for families — designed to collect impressions of your organizational culture. Near the end of the school year or summer session, ask participants to complete the survey. Then, use survey results as guidance as you define your culture and climate or as part of your continuous improvement discussions around culture and climate. Use the tool **Culture Survey Calculations** spreadsheet to formulate quick results!



What Do I Do Next?



- Work with your program leads to identify and/or refine program values, write culture statements and write climate statements.
- Provide a copy of your culture and climate document to all staff.
- Train and continuously coach your staff on culture and climate.
- Use your culture and climate statements to guide the questions you ask potential employees.

Key Strategy 3: Plan for Behavior Management



Proactive Approach to Behavior Management



**Use anchor charts/
social contracts**

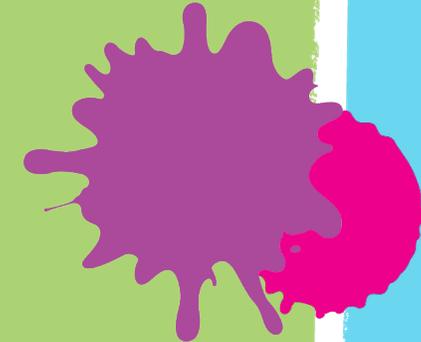
Provide opportunities to unwind.

Have procedures for requesting assistance.

Commit to creating a safe place.

Use a timer or song for transitions.

Share a calendar so students know what's next.



Behavioral Management Intervention



Scenario

You have students engaged in an activity when suddenly one student is screaming at another student.

Which intervention could you use?

1. Provide a space where the student can be alone and cool down.
2. Separate students and put the screaming student in a time-out.
3. Guide student to the anchor chart to remind them of agreed-upon norms.



Classroom Management Resources



Classroom Management Resources

Classroom Management Resources

<https://www.weareteachers.com/classroom-management-ideas-resource-guide/>

Effective classroom management goes a long way toward creating a positive learning environment. These resources, compiled by WeAreTeachers, offer information and tools that can help you devise goals, routines and expectations to build a classroom community where students feel comfortable and supported.

[15 Awesome Classroom Management Books](#)

This list offers online reviews of 15 books, many of which focus on positive discipline techniques to encourage improved student behavior and communication. The list aims to direct educators to practical ideas and strategies that will help build positive learning environments.

[Classroom Management Anchor Charts](#)

Anchor charts contribute to a positive learning environment by clearly displaying rules, routines and expectations. This article shares 10 examples of creative anchor charts from teachers in the field. You can also find photos and a free, downloadable PDF that includes all the emojis used on the charts.

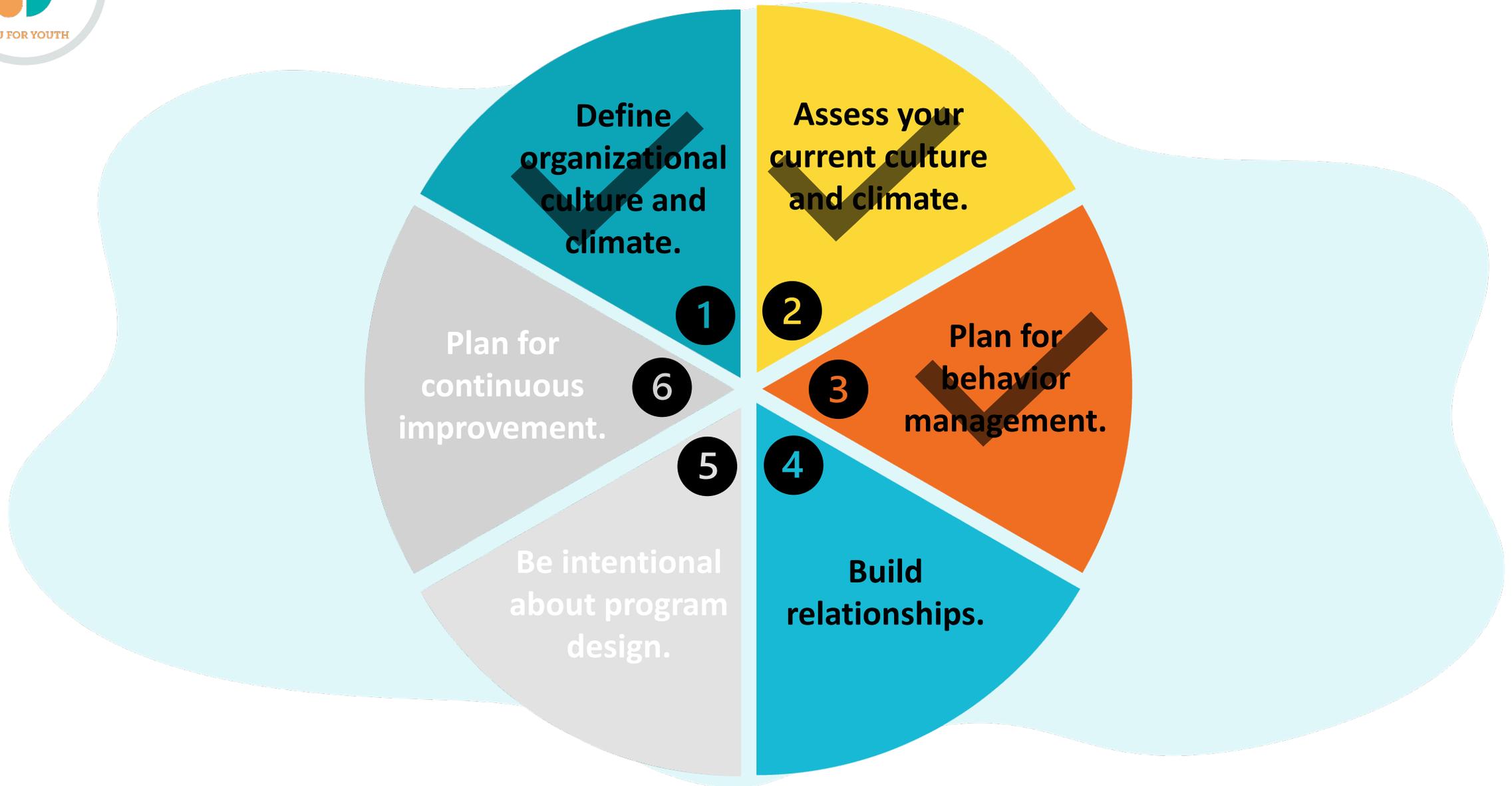
[Procedures and Routines](#)

When you establish clear procedures, you empower students to know what to do in different situations, thereby creating a calm, cooperative learning environment. This article gathers 10 procedures that were recommended through the WeAreTeachers HELPLINE group. Suggestions include using hand signals, setting timers for transitions and greeting students at the door.

[Tips for Building a Strong Classroom Community](#)

When students work together and feel a sense of belonging, they are much less likely to engage in disruptive behavior. This article offers 10 tips for creating a sense of community, including these: create a classroom constitution, arrange desks to enable cooperative work, and assign weekly jobs.

Key Strategy 4: Build Relationships





Step 1 to Building Relationships

1. Show an interest in getting to know each student.

Break the ice.

Get personal.

Show you care.

Connect With Students as Individuals



YOU FOR YOUTH

Talk to students' school-day teachers.

Make a home visit.

Talk about favorite (and not-so favorite) things.

Share **your** favorite (and not-so favorite) things.

Create a safe environment for discussion.



Step 2 to Building Relationships

1. Show an interest in getting to know each student.

Break the ice.

Get personal.

Show you care.

2. Listen to students and honor their talents.

Listen to student voice.

Honor student choice.

“Morning” Meetings





Step 3 to Building Relationships

1. Show an interest in getting to know each student.

Break the ice.

Get personal.

Show you care.

2. Listen to students and honor their talents.

Listen to student voice.

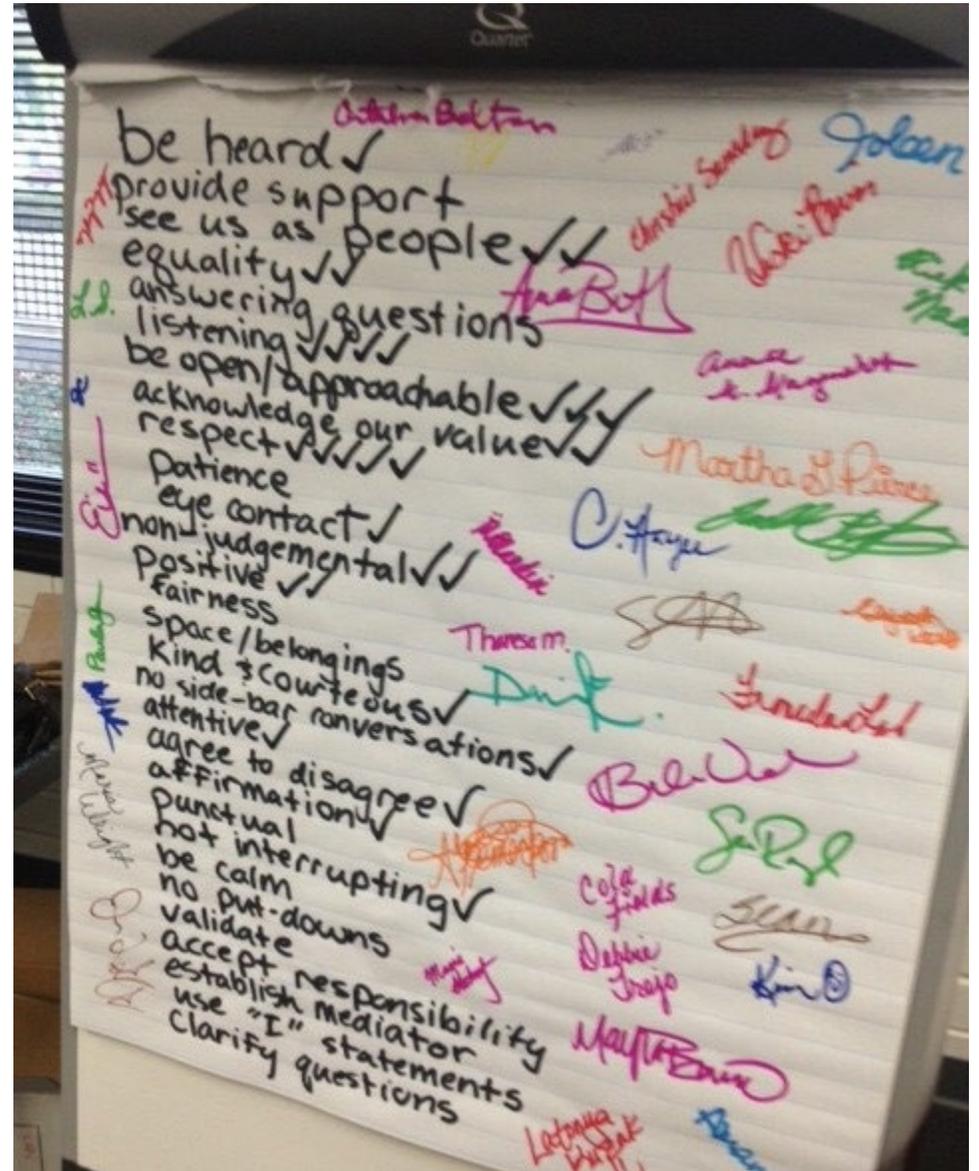
Honor student choice.

3. Encourage students to interact positively with one another.

Norms

Social Contract

Norms & Social Contracts



Step 4 to Building Relationships



YOU FOR YOUTH

1. Show an interest in getting to know each student.

Break the ice.

Get personal.

Show you care.

2. Listen to students and honor their talents.

Listen to student voice.

Honor student choice.

3. Encourage students to interact positively with one another.

Norms

Social contract

4. Be patient and consistent.

Provide support.

Be responsive, not reactive.

Tools and Resources



YOU FOR YOUTH



You for Youth | Positive Learning Environment

1

Classroom Management Resources

Classroom Management Resources

<https://www.weareteachers.com/classroom-management-resources/>

Effective classroom management goes a long way toward creating a positive learning environment. These resources, compiled by WeAreTeachers, help you devise goals, routines and expectations to build a classroom that feels comfortable and supported.

[15 Awesome Classroom Management Books](#)

This list offers online reviews of 15 books, many of which provide practical ideas and strategies that will help build positive relationships in your classroom.

[Classroom Management Anchor Charts](#)

Anchor charts contribute to a positive learning environment by setting clear expectations. This article shares 10 examples of creative anchor charts you can use in your classroom. You can also find photos and a free, downloadable PDF of the charts.

[Procedures and Routines](#)

When you establish clear procedures, you empower students to handle various situations, thereby creating a calm, cooperative learning environment. This article shares 10 procedures that were recommended through the WeAreTeachers community. Some include using hand signals, setting timers for transitions and more.

[Tips for Building a Strong Classroom Community](#)

When students work together and feel a sense of belonging, they are more likely to engage in positive behavior. This article offers 10 tips for creating a strong classroom community, such as creating a classroom constitution, arranging desks to enable collaboration and more.

[Classroom Goals Calendar](#)

This downloadable September classroom goals calendar focuses on promoting kindness and positive behavior. Examples include "be welcoming" and "don't be afraid to ask questions."



You for Youth | Positive Learning Environment

1

Ice Breaker Activities

Creating a positive learning environment starts on the first day of your program. Building relationships with students helps to lay the foundation. Icebreaker activities help students to know each other and begin to feel comfortable. Here are some ideas for icebreaker activities to get students laughing!

"Find Someone Who..." Bingo

Create Bingo cards that include a different experience in each box, such as "has been to the ocean" and "has eaten chocolate ice cream." Players find someone who fits the description, then ask the person's name and write it in the box. Including photos of students in this activity can help everyone relax.

Two Truths and a Lie

Give every student an index card and ask them to write down two truths and one lie about themselves. This activity works best between students who don't know each other. Students take turns sharing the three statements and having the class guess which are true and which is a lie. To follow up, you can ask students to share their truths.

Name Game

Start by having students stand in a circle. Have a student begin by saying their name followed by an adjective, animal or a gesture. Then, all the other students must repeat the student's name. As you move around the circle, students must repeat the current student's name followed by all of the previous students' names. Once everyone has had a turn to share everyone's introduction, starting with their own. Students will laugh and learn one another's names.

Snowball Fight

Have students write at least two facts about themselves on a piece of paper. Then, they gather in a circle. Tell students to crumple up their sheets of paper and throw them into the middle of the circle. Then, each student should pick up a new paper and take turns reading it out loud. When someone recognizes their facts, they should raise their hand and say what they wrote.

House of Cards

Place students in small groups and have them discuss their likes and dislikes. Then, give each student a stack of index cards and have them write something they have in common on each card. As the group builds a tower as the cards are completed. Challenge groups to see who can build the tallest tower.



You for Youth | Positive Learning Environment

1

Building Student/Educator Relationships Questionnaire

Use this questionnaire to help you get to know your students better. Adapt questions to fit your program needs. Use the responses to capitalize on students' individual interests and to help build positive relationships throughout your program.

Name _____ Age _____ Grade _____

1. List three positive words (attributes) that describe you.

2. What do you love to do when you're not in school?

3. What's your favorite TV show? Movie? Book? Song?

4. Name some foods you like to eat.

5. Think about your favorite teachers. List three things that describe your favorite teachers.

Key Strategy 5: Be Intentional About Program Design



1 Define organizational culture and climate.

2 Assess your current culture and climate.

3 Plan for behavior management.

4 Build relationships.

5 Be intentional about program design.

6 Plan for continuous improvement.

Make Learning Fun!



**Allow
students to
work in
teams.**

**Make
learning
hands-on.**

**Incorporate
technology.**

Limit rules.



Strategies for Creating a Positive Learning Environment

1. Greet students as they enter the program space every day. Create a welcoming environment by personally greeting students.

- Make eye contact with students and demonstrate verbal excitement to see them. Show interest, ask questions so you can follow up, be genuine and show compassion.
- Light up with enthusiasm when students arrive. You may be one of the few sources of happiness they experience in a day. You can give every student positive human contact and show that you care about each one as a person.
- Make no exception for students with behavioral issues. Assure them that each day is a fresh, new canvas and that today will be great. Catch them doing something good, and give them a positive response. If you draw attention to the interactions you want, any negative behavior may begin to improve.

2. Create unique verbal cues and physical interactions with students. Develop a special verbal cue or physical action that encourages positive student-adult interactions and trust.

- Create an amusing call and response for students that engages their active listening skills and participation.
- Develop a special physical action as a way of welcoming students to the program space or recognizing student successes (examples include a high five, fist bump, dance movement or special handshake).
- Encourage student input in creating the verbal cue or action.

3. Build interpersonal relationships.

- Use positive language when addressing students.
- Share appropriate personal anecdotes that show you can relate on matters big and small.
- Make notes to yourself on exchanges, and revisit those notes before the students arrive so you can demonstrate your investment in them.
- Be genuine and reflect the good you see in students' choices. Be there to actively listen when they need you.
- When dealing with discipline, ask the students what they learned and how they can do better next time, and agree on an appropriate consequence. Focus on the behavior and reassure the student that you love having them there, it's the behavior that needs to change to make a safer environment for everyone.

4. Communicate and collaborate with all team members.

- Actively participate in staff meetings and team-building activities.
- Share best practice tips and ideas with colleagues.
- Celebrate team successes.
- Have crossover events to build team collaboration.
- Write and share positive notes on the good work team members are doing.

Adapt Activities for Individual Needs



YOU FOR YOUTH

Provide opportunities.



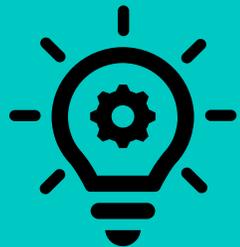
Give freedom.



Teach social and emotional skills.



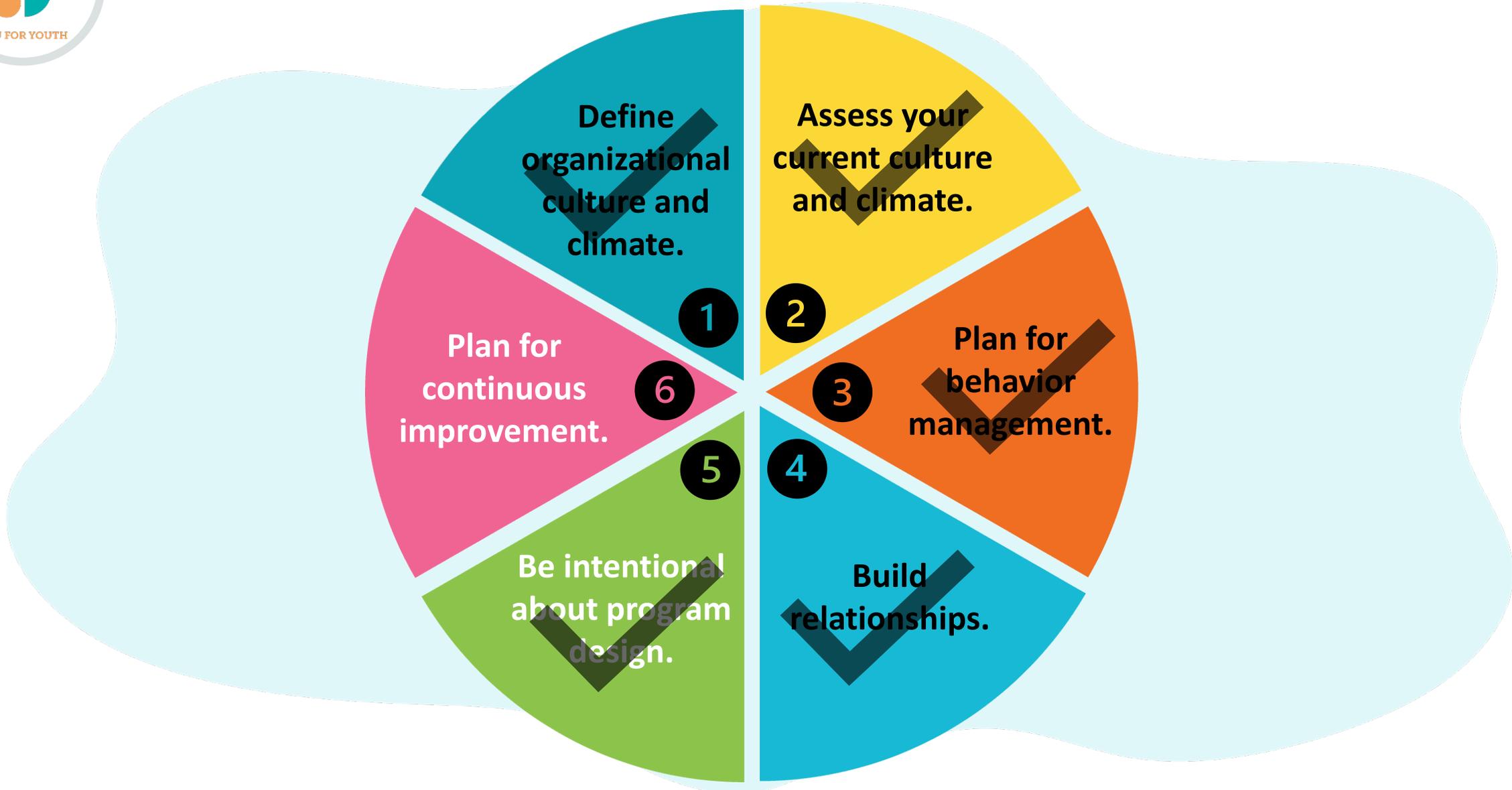
Consider special needs.



Praise individual effort.



Key Strategy 6: Plan for Continuous Improvement





Plan for Continuous Improvement

Monitor

Continually monitor your environment.

Identify

Identify problem areas.

Decide

Decide what to do next.



Implement With Fidelity

Do what you said you would do.

Is your staff adhering to the values?

Does your climate reflect your culture?

Does your culture reflect your mission?

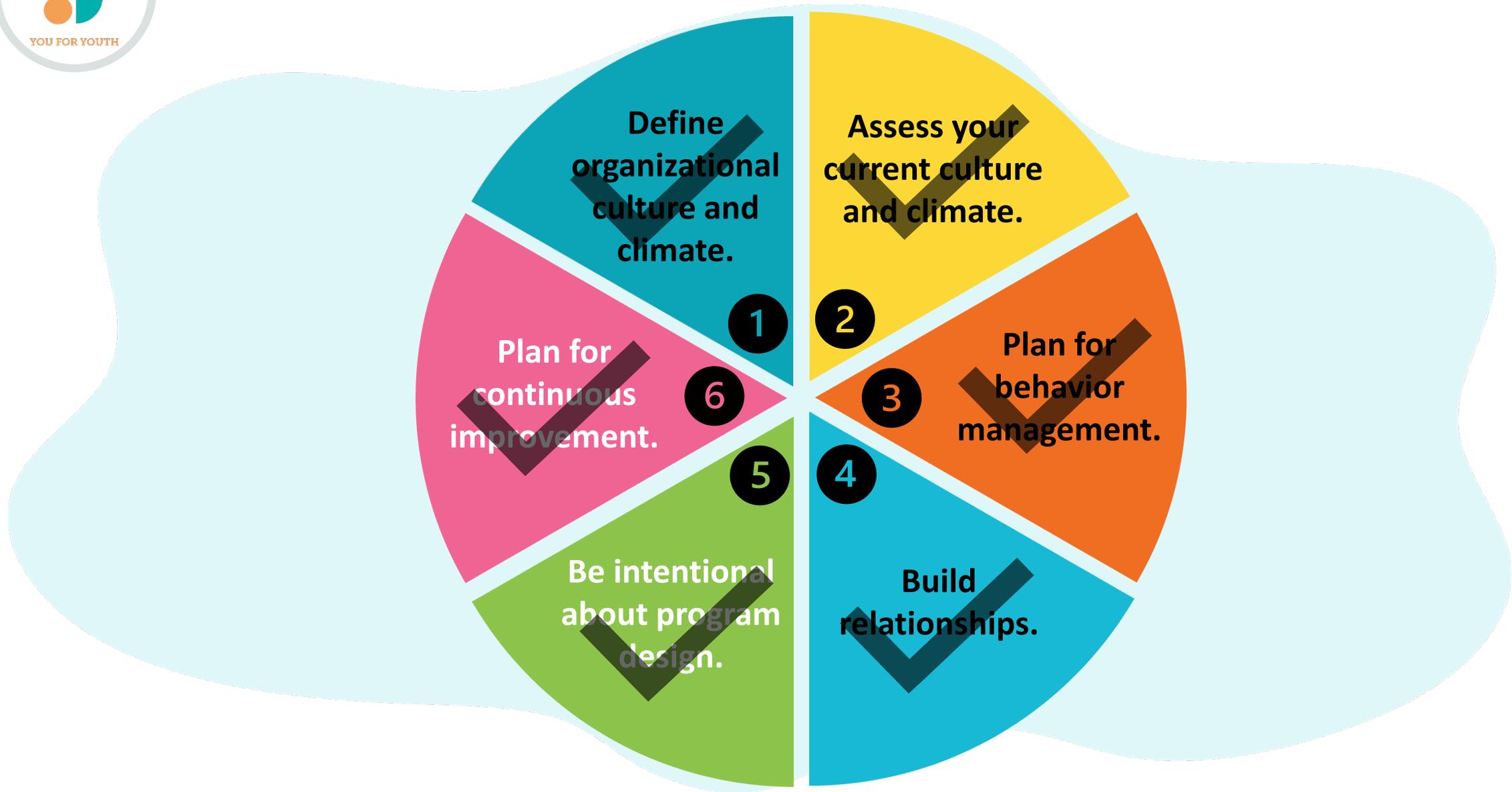
Does your mission reflect your vision?

Are staff members building positive relationships with students and one another?

Are staff members considering safety?

Are staff members intentional about program and activity design?

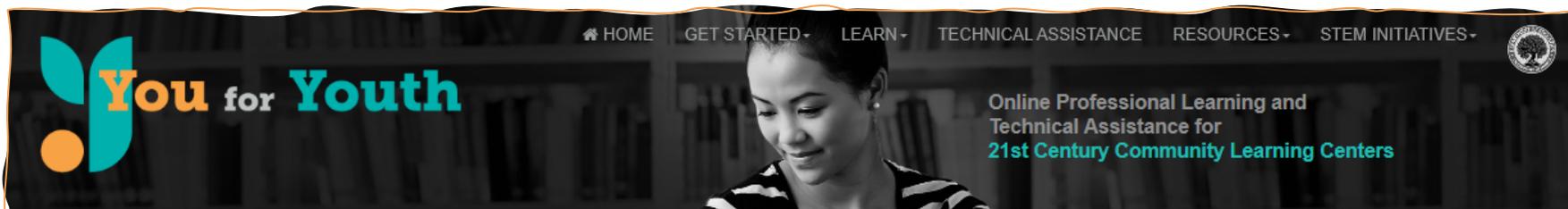
Six Key Strategies



Next Steps



What specific next steps will you take to further develop a positive learning environment?



Y4Y > Courses

[Contact Us](#) | [Sign Out](#)

AFrancis

Search

> [Creating a Positive Learning Environment](#)

Creating a Positive Learning Environment

Implementation Strategies →

Estimated time to complete: 4 hours

Upon completion, you will receive an **Advanced Level** certificate of completion.

Go step-by-step through planning, designing, implementing and assessing a program environment that enables your staff and students to do their best work. You'll get tips and tools to help you create and sustain an environment where students, their families and program staff feel safe and supported, which will translate to increased engagement.

After you complete this section, you'll be able to

- Assess your program's climate needs.
- Align your program's purpose, values and climate.
- Create a positive culture that generates a safe and supportive program and learning environment for all students.
- Facilitate positive relationships among students and staff.

Coaching My Staff →

Estimated time to complete: 1 hour

Upon completion, you will receive a **Leadership Level** certificate of completion.

Integrate professional development on how to prepare your staff to utilize best practices for creating a positive learning environment. Use tips and tools to help staff build effective and supportive relationships with students and develop and maintain a welcome environment that aligns with your program culture and climate.

My Notebook CREATING A POSITIVE LEARNING ENVIRONMENT

Save Notes

[View my notes from other topics](#)

Glossary CREATING A POSITIVE LEARNING ENVIRONMENT

Search This Topic

Type here to filter terms...

Show Creating a Positive Learning Environment



We Want to Hear From You



Q&A





Contact Us!



Chelsea Heffernan

CHeffernan@seiservices.com

<https://y4y.ed.gov>

<https://y4y.ed.gov/webinars>

