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# Creating an Effective Learning Environment

*APPEL Pedagogical Competency*

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## **Course Date:**

2023-2024 School Year

## **Course Description:**

This course will provide APPEL Candidates and new teachers with the opportunity to learn about creating and managing an effective learning environment for their students. This includes setting up their classroom, developing a classroom management plan including rules and procedures, and implementing other best practices to create a consistent, organized, and respectful learning environment. Participants will also learn about trauma-informed classrooms and restorative practices.

## **Instructors:**

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**Credit:** .5 USBE Credits

## **Expected Learning Outcomes**

By the end of this course teachers will be able to establish and implement a consistent, organized, and respectful learning environment through:

- Classroom Management Best Practices
- Positive behavior interventions and supports within a multi-tiered system of support
- Classroom Routines and Procedures
- Trauma-Informed Instructional Practices
- Restorative Instructional Practices

## **Learning Materials:**

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA, CA: Harry K. Wong Publications, Inc.

“Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators”. Schott Foundation for Public Education. (2014). This document can be found here: <https://schottfoundation.org/wp-content/uploads/restorative-practices-guide.pdf>

McInerney, M., & McKlindon, A. “Unlocking the Door to Learning: Trauma-Informed Classrooms and Transformational Schools”. Education Law Center. (2014). This document can be found here: <https://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>

### Course Schedule

Date/Time	Hours	Topic	Reading	Assignment
2023-2024 School Year Asynchronous in Canvas	2+	Introduction to Effective Classroom Environments	The First Days of School <ul style="list-style-type: none"> <li>Unit A</li> </ul>	<ul style="list-style-type: none"> <li>Unit A Reading Reflection and Implementation Assignment</li> <li>Classroom Environment Plan Development - Part 1</li> <li>Coach/Mentor Meeting #1</li> </ul>
2023-2024 School Year Asynchronous in Canvas	2+	Classroom Expectations	The First Days of School <ul style="list-style-type: none"> <li>Unit B</li> </ul> HLP #4 Content (Videos/Readings) HLP #5 Content (Videos/Readings)	<ul style="list-style-type: none"> <li>Unit B Reading Reflection and Implementation</li> <li>HLP #4 Quiz</li> <li>HLP #5 Quiz</li> <li>Classroom Environment Plan Development - Part 2</li> <li>Coach/Mentor Meeting #2</li> </ul>
2023-2024 School Year Asynchronous in Canvas	2+	Classroom Management Best Practices and PBIS	The First Days of School <ul style="list-style-type: none"> <li>Unit C</li> </ul> PBIS/MTSS Presentation	<ul style="list-style-type: none"> <li>Unit C Reading Reflection and Implementation Assignment</li> <li>Classroom Environment Plan Development - Part 3</li> <li>Coach/Mentor Meeting #3</li> </ul>
2023-2024 School Year Asynchronous in Canvas	2+	Trauma-Informed and Restorative Practices	“Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators”	<ul style="list-style-type: none"> <li>Article Reading Reflection and Implementation Assignment</li> <li>Classroom Environment Plan Development - Part 4</li> </ul>

			<p>“Unlocking the Door to Learning: Trauma-Informed Classrooms and Transformational Schools”</p>	<ul style="list-style-type: none"> <li>• Coach/Mentor Meeting #4</li> </ul>
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**Assignment Descriptions**

Module Readings

- The readings are intended to support the building of knowledge and skills necessary to establish a consistent, organized, and respectful learning environment. The readings will guide and provide learning for all work and assignments completed within the module. The module readings will support mastery of the module competencies and learning outcomes and be embedded throughout the coursework.

Learning Workbooks

- For each reading, there is a Nearpod learning workbook. The Nearpod Learning Workbooks include Nearpod interactive activities intended to lead participants through the readings while focusing on key points and important take-aways. The purpose of the learning workbook is to guide your module reading.

Reading Reflection and Implementation

- This course includes readings that support the building of the knowledge and skills necessary to establish a consistent, organized, and respectful learning environment. Each reading includes a Reading Reflection Assignment. The reading reflection assignments are intended to allow participants to share their thoughts, ideas, and key take-aways from the reading. The implementation portion of the assignment allows teachers to implement a portion of their learning from the module into their classrooms.

Coach/Mentor Meeting

- After each module, teachers will meet with their assigned coach/mentor to discuss their learning and implementation of knowledge and skills into their classroom.

**Utah Professional Learning Standards Alignment**

- Learning Communities
  - o Teachers participating in this course will have the opportunity to read and comment on other’s ideas and thoughts through Nearpod discussion boards.
- Skillful Leaders
  - o Teachers participating in this course will be encouraged to share their learning with other teacher peers throughout the modules. Mentors/coaches will also encourage sharing of ideas through PLCs and school-wide professional learning.
  - o This course has been approved by the LEA leadership to support our new teachers and

- APPEL candidates.
  - o The LEA has provided mentors/coaches for each of our new teachers in order to support them in this course as well as throughout their first years of teaching.
- Resources
  - o The asynchronous nature of the course provides flexibility for completion. Reading materials will be purchased for participants to use throughout the course and to look back at throughout their teaching careers.
  - o Coaches/mentors will be readily available to meet after each module to discuss implementation of learning and to support even after the course is completed.
- Outcomes
  - o New teachers at Davinci require professional learning on creating and managing an effective learning environment.
  - o The best practices of classroom management will be shared with and implemented by these new teachers in order to enhance the learning environments at Davinci Academy and thus promote student success.
- Learning Designs
  - o This course is an asynchronous course that includes 4 modules that will take approximately 2 hours each to complete. The modules include readings, assignments and reflections .
  - o Each module also includes an implementation assignment and meeting with a mentor/coach to apply the learning and reflect on the practices learned . These implementation assignments and meetings are expected to total 2 hours to finish.
- Implementation
  - o Teachers will work closely with their assigned mentor/coach in order to receive feedback and guidance while implementing and following through with what they learn through this course.
- Data
  - o Assignments and reflections on course content will be graded through Canvas. Meetings with a mentor/coach after the completion of each module and implementation assignment will provide insight into the impact of this course.
  - o Teachers will complete a survey upon the completion of this course to measure the impact of information on their teaching and classroom environment.
- Technology
  - o This course is designed to be mostly asynchronous, so content, assignments, and reflections will be accessible, submitted, and graded through a Canvas course. Other technology such as Nearpod will enhance the course material.
  - o Technology that could aid teachers in creating an effective learning environment will be discussed and implemented into classroom management plans.

**Utah Effective Educator Standards Supported:**

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

2.d Creates a learning culture that encourages individual learners to persevere and advance.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

3.a Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

3.b Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

3.c Uses a variety of classroom management strategies to effectively maintain a positive learning environment.

3.d Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.