

Frame for Goal Six: Learning Community

“Goal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.” ~ UAS School of Education

I have chosen a [behavior intervention project](#) from ED619, Classroom Management, to demonstrate my proficiency in creating and maintaining a positive learning community. This project entailed working with a student who was not engaging to her full potential in my second grade practicum class. The assignment outlines a strategy that worked to get her to become more engaged in math and to reach desired achievement levels. Peer to peer support and collaboration worked to modify this student’s behavior (Charles, 2011). In my practice, I’ve worked with several students on individual behavior modification plans to abate undesirable behavior with some success (Fields, Fields, & Perry, 2010). When one plan doesn’t work, I try something different and keep trying until the student and I achieve success.

I like to create a positive learning community by modeling pro-social behavior and using inclusive language (Johnston, 2012; Johnston & Allington, 2004). I use pronouns like we and us to convey the message that we are in this together (Ritchhart, 2015). I let my passion for teaching and my love for my students show in everything that I do (Burgess, 2012). At the start of the school year I communicate clear expectations and reinforce them throughout the school year (Charles, 2011; Lemov & Atkins, 2010). The main expectations in my classroom are that everyone will be respectful, responsible, and fun to be around (Mackenzie & Stanzione, 2010). We have a classroom meeting to discuss what those three particular expectations look like. The students share their ideas during the discussion of what behaviors fall into these important

categories. I fill in any gaps but this activity gives students ownership of the expectations in my class (Charles, 2011).

I use a system of whole class and individual incentives to reinforce desirable behavior (Slavin, 2012). My systems entail the use of pug themed devices. The whole class can earn “pug points” which accumulate to a certain total (which increases as the school year progresses). Once earned, the class can enjoy a whole-class incentive. I have a daily, individual incentive that entails students earning “pug slips” for desired behavior or to acknowledge positive academic contributions (e.g. making a text-to-text connection, finding a spelling word in a read-to-self book or in our read-aloud selection). Students put their names on the “pug slip” and put it in a basket. Every day, two students’ names are drawn and those students then get to have one of my stuffed animal pugs perched on their desks for the day. This system works well and it highlights the theme in my room; pugs. This theme helps to create a happy and positive learning environment.

References

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