

## Narrative 3.1 Writing Help

### *Creating a Climate that Promotes Fairness*

[Reminder: Section 3 is related to the classroom environment.]

Look through your artifacts and find something that shows evidence of a classroom or teacher that promotes or creates a climate of fairness. (*Look at the evidence ideas in your Portfolio Handbook.*)

Write a paragraph for the first bullet which explains the difference between equity and equality. Explain how each could promote a climate of fairness in a classroom. Would either of these create a climate that was not fair? If so, explain how. Maybe include a definition for each term before differentiating (explaining the differences).

Write a paragraph for bullet two which has two parts: describing a *climate* that is fair and the *rationale* for promoting a fair climate. The climate is the classroom environment: the physical environment (room) and the teacher's behavior, demeanor, actions, etc. What are some types of activities in the classroom that would promote fairness? What are behavior expectations of both teacher and students? What type of activities are allowed or disallowed? How do the teacher and students respond to each other? How does the teacher try to include all students? How is the room set up to promote fairness? The rationale explains why it is important for a classroom environment to be fair. What would happen if a classroom did not promote fairness? What would happen if a teacher was not fair? Who would be affected, what would the students feel? Maybe define fairness in this paragraph.

Write a paragraph for bullet three describing how fairness can be actively encouraged among students. What can the teacher do to encourage fairness? What can the students do, or not do, to encourage fairness?

**Include a reference to your evidence and explanation of how that evidence demonstrates a climate that promotes fairness.**

## EQUITY vs. EQUALITY

Equality would be like the entire family each got the same size piece of cake no matter how big or small that person is; everyone gets the same treatment; they are treated equally. Equity would be like the big Dad gets the biggest piece of cake and little Baby gets the smallest piece.

### An Exercise in Equality and Equity

All the students sit in a circle, and everyone is asked to take off his or her left shoe and throw it into a pile in the center. Once the shoes are all piled up, the teacher begins re-distributing them, one to each student, completely at random. Then everyone is told to put on the new shoes. And inevitably, there begin the complaints.

"This isn't my shoe!"

"It's too big!"

"It's too small!"

"This doesn't fit me!"

Whatever the specific complaints are, very few students are actually happy with their newly mismatched pair of shoes. "What's wrong?" the teacher asks. "I did everything fairly. You all have two shoes - one for your right foot and one for your left."

"But," they say, "they aren't the *correct* shoes!"

"Oh," the teacher says. "You want the shoes that are best for each of you individually? Not just any shoe I find?"

"Yes!" they all say.

"But," says the teacher, with furrowed brow, "that doesn't seem fair. I wanted to treat you all EQUALLY." The teacher points to a boy with somewhat large feet, and a nearby girl with smallish feet. "He'll have more shoe than you will."

"It doesn't matter who has *more* shoe. It matters that we all have the *right* shoes for us."

And THAT is the difference between *equity* and *equality*. *Equality* means everyone gets exactly the same outcome - two shoes - without regard to individual differences - large or small feet, for example. *Equity* means everyone gets the same quality of outcome - shoes that fit their individual needs.

## Narrative 3.2 Writing Help

### *Establishing and Maintaining Rapport with Students*

[Reminder: Section 3 is related to the classroom environment.]

Look through your artifacts and find something that shows evidence of a teacher that demonstrates rapport (a good relationship) with students. (*Look at the evidence ideas in your Portfolio Handbook.*)

Write a paragraph for the first bullet explaining why it is important for a teacher to establish and maintain rapport in the classroom. What is rapport? How would you define it or describe it? What kinds of things would a teacher do or say to show students that he or she cares about them and their learning? How do students know a teacher has a rapport with them?

Write a paragraph for bullet two in which you describe ways a teacher can establish and maintain rapport for all learners. Explain how a teacher can develop rapport with the diverse students in the classroom. The students have different backgrounds, cultures, learning abilities, communication skills, learned behaviors, etc., yet a teacher should strive to have rapport with all students (even the ones that drive her/him crazy!) How can a teacher let students know (s)he is available and approachable? How would the level of rapport differ with different ages/grade levels and maybe content area?

**Include a reference to your evidence and explanation of how that evidence demonstrates a teacher's rapport with students.**

## Narrative 3.3 Writing Help

### *Communicating Challenging Learning Expectations to Each Student*

[Reminder: Section 3 is related to the classroom environment.]

Look through your artifacts and find something that shows evidence of a teacher that communicates challenging learning expectations. (*Look at the evidence ideas in your Portfolio Handbook.*)

Write a paragraph for the first bullet which explains the importance of having an environment in which challenging learning expectations are communicated. **Why** should teachers challenge students? **How** can teachers communicate or let students know of any challenging learning expectations? **What** do you think is meant by “setting the bar high”? **What** types of outcomes should teachers expect from challenging students? **What** would the outcomes be if expectations were not challenging? What are some ways teachers can challenge students to learn?

Write a paragraph for bullet two in which you describe ways a teacher can encourage students to meet the challenging expectations. **How** can a teacher use words, actions or attitudes to show students they are capable of meaningful achievement? **How** can a teacher motivate a student to want to reach high (challenging) expectations? Maybe describe a particular incident, activity, or practice in which you have observed or participated that was an example of a teacher encouraging students to reach challenging expectations. This may be a good place for your evidence.

**Include a reference to your evidence and explanation of how that evidence demonstrates a teacher that communicates challenging learning expectations to each student.**

## Narrative 3.4 Writing Help

### *Establishing and Maintaining Consistent Standards of Classroom Behavior*

[Reminder: Section 3 is related to the classroom environment.]

Look through your artifacts and find something that shows evidence of a teacher that establishes and maintains consistent standards of classroom behavior. (*Look at the evidence ideas in your Portfolio Handbook.*)

Write a paragraph for the first bullet which explains the importance of effective classroom management techniques. Why is it important to have consistent standards for classroom behavior? How does effective classroom management foster (encourage) student learning?

Write a paragraph for bullet two in which you describe examples of developmentally-appropriate classroom management techniques. What kinds of things can a teacher use to manage a classroom: rules, guidelines, procedures, policies, activities, etc.? How are classroom management techniques different for the various ages and developmental abilities?

Write a paragraph for bullet three in which you describe the different ways a teacher can establish and maintain consistent standards of classroom behavior for different age or ability levels. How would the rules, procedures, policies, etc. be different for elementary, middle, and high school students? What can a teacher do to make sure students behave appropriately and consistently for their developmental age? How can a teacher make the classroom environment fair? How can a teacher affect the behavior of the students? How does a well-managed classroom look?

**Include a reference to your evidence and explanation of how that evidence demonstrates a teacher that establishes and maintains consistent standards of classroom behavior.**

## Narrative 3.5 Writing Help

### *Making the Physical Environment as Safe and Conducive to Learning as Possible*

[Reminder: Section 3 is related to the classroom environment.]

Look through your artifacts and find something that shows evidence of how a teacher makes the physical environment as safe and conducive to learning as possible. (*Look at the evidence ideas in your Portfolio Handbook.*)

Write a paragraph for the first bullet which identifies ways the physical environments (the actual rooms) are made emotionally and physically **safe** and **conducive** for students to learn. How are the desks, chairs, tables, bookshelves, or other pieces of furniture positioned to prevent falls or other accidents? Are there electrical cords, rugs, or other objects on the floor that students could trip over, or are they secured with tape or other means? Are there any objects that could fall or cause injury due to their locations? Are there classroom rules designed to keep students safe (no throwing of objects, no horseplay, no running, wearing safety equipment in lab, etc.)? Are rules posted and/or given to students? Are emergency procedures explained and posted? An environment conducive to learning is one in which the room allows and encourages students to learn. How are the desks, tables, or chairs placed so every student has the optimum learning environment? Where is the AV equipment (can everyone see the TV, Smart board, whiteboard, etc.)? Does the room feel comfortable (temperature, space, view, noise, etc.)? Are learning areas obvious (is there a place for group work, quiet work, reading, hands-on activities, etc.)? Do students have access to computers or other educational resources/materials/supplies? How is the room decorated? Are there educational and/or interesting posters, charts, or maps on the walls?

Write a paragraph for bullet two in which you describe ways the environment (room and its contents) can be used as a resource that accommodates all learners. Is the room designed so all students, even those with disabilities, have an equal opportunity to participate, observe, move, etc.? Schools are required to provide the least restrictive environment for students with disabilities (mainstreaming). Are there books, posters, charts, maps, or other objects that can serve as a resource for extended learning or finding information for an assignment? Are there distinct learning areas to meet students' various learning modalities: kinesthetic, visual, aural? Can a student who needs to hear something read aloud find a place away from those who need quiet for working? Are there places for group work (interpersonal learner) and individual work (intrapersonal learner)? Are materials, supplies, or AV equipment placed where all students have access? How would the environment (room and its contents) be different for elementary, middle, and high school students? How could the seats and other furniture be arranged differently for different ages? How would the wall space be used differently (types of posters, charts, other info)? How would posted instructional procedures for computer or book use, supplies or material collection, etc. be different? How would a science classroom differ in materials or set-up from an English classroom? What types of materials would be available for student use depending upon the age/grade level or content area (math, science, language, social studies)?

Write a paragraph for bullet three which explains the health and safety issues associated with the use of technology in the classroom. Why is it important for teachers to recognize the safety, legal, and ethical issues surrounding technology? What are some of the safety, legal, and ethical issues? Why do schools use internet filters and student usage agreements? Why should the TV, LCD projector, computers, and other technologies be physically secured?

**Include a reference to your evidence and explanation of how that evidence demonstrates how a teacher can make the physical environment as safe and conducive to learning as possible.**