



Great Public Schools for Every Student

Creating a Classroom Community

Educator understands the importance of building key relationships for a positive classroom community.

Key Method

The educator creates a classroom culture that cultivates relationships among all learners, which ensures a sense of belonging and value for each learner.

Method Components

Cultivating relationships among all learners

Educators should first demonstrate knowledge that the learners in the room include both the students and teacher. Therefore, positive relationships must be established between all of the learners in the classroom. Below, you will find some examples of how this can be done:

- Create and display a space in your classroom where all the learners can post pictures of themselves, their hobbies, and their likes and dislikes
- Activities that encourage learners to learn each other's names and learn more about each other
- Team-building activities
- Encouraging the sharing of ideas
- Invite parents into the classroom and include them in the learning

Creating a sense of belonging and value for each learner

Educators should demonstrate and model appropriate social skills, including communication, conflict resolution, tolerance, and acceptance.

- Teach learners how to participate in class meetings
- Teach learners how to work collaboratively
- Model and allow learners to resolve conflicts peacefully
- Develop a space where diversity is accepted and encouraged
- Assess the individual needs of learners
- Incorporate tasks that make connections with the lives and cultures of all learners
- Allow a space for the learners' choices and voice

Supporting Research

Evertson, C.M., & Weinstein, C.S. (2013). Handbook of Classroom Management: Research, Practice, and Contemporary Issues. New York, New York: Routledge. Retrieved on April 19, 2017

<https://www.routledgehandbooks.com/pdf/doi/10.4324/9780203874783.ch3>

Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2005). A Handbook for Classroom Management That Works. Alexandria, VA: ASCD. Retrieved on April 19, 2017

<http://docshare01.docshare.tips/files/19482/194821785.pdf>

Resources

Reading Belonging in the Middle Grades

<https://www.middleweb.com/5587/belonging-in-the-middle-grades/>

Reading Responsive Classroom: empathy is the Key

<https://www.teachingchannel.org/blog/2017/01/27/responsive-classroom-empathy/>

Reading 14 Ways to Cultivate Classroom Chemistry

<https://www.teachingchannel.org/blog/2012/09/10/14-ways-to-cultivate-classroom-chemistry/>

Resource EdCommunities Classroom Management Group

https://www.mynea360.org/_ui/core/chat/groups/GroupProfilePage?g=0F9600000004Wk1

Resource Creating a Classroom Community

<https://www.scholastic.com/teachers/collections/teaching-content/creating-classroom-community/>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a "proficient" for Part 2.

Part 1. Overview Questions

400 word min 600 word max

Describe the learners in your classroom:

- What grade and subject area are you teaching?
- What are the cultural backgrounds of your students?
- Are there any special considerations that we should know about the makeup of your classroom?
- Describe specific social skills you feel need to be addressed in your classroom, taking into consideration the details you noted in the previous questions?

- **Passing:** Passing: Educator completely addresses each of the questions. Writing is organized and easy to understand. Includes specific examples from the classroom.

Part 2. Work Examples / Artifacts

Complete the following two artifacts for submission:

Artifact One: Using the strategies discussed in the *Key Methods*, plan a lesson and implement an activity to build community in your classroom. Choose one of the following to show evidence of the activity you created:

- Upload a two- to four-minute video of the learners engaged in the activity. (Adhere to your district's policy on video/photography of students). Provide a 200- to 300-word explanation of what occurs.
- Upload five to 10 photos of learners engaged in the activity. (Adhere to your district's policy on video/photography of students). For each photo, provide a brief description of what happened. Also, if anything particularly interesting occurred or was said, it should be provided in the description.
- Provide student work samples that were used during the activity and a 400-600 word description of the interactions between the learners during the activity.

Artifact Two: Provide a written explanation of how you would invite parents/guardians into the classroom to build community within your classroom where they are actively engaged in the classroom community (400-600 word limit).

Combine both artifacts into one Word document for upload. Label each artifact.

Artifact	Proficient	Basic	Developing
Artifact One - Lesson Plan	<p>Evidence reflects eight to 10 of the following:</p> <p>Learners are actively engaged in the activity and working collaboratively; not merely having casual conversations.</p> <p>It is evident that learners know each other and/or are learning more about one another during the activity. This can be shown by the use of each other's names, and information about the individual learners is being shared.</p> <p>Learners are respecting the ideas being shared. This can be shown by the responses of the learners. Responses are respectful and positive. Facial expressions are attentive.</p> <p>The activity is connected to the lives and cultures of the learners.</p>	<p>Evidence reflects five to seven of the following:</p> <p>Learners are actively engaged in the activity and working collaboratively; not merely having casual conversations.</p> <p>It is evident that learners know each other and/or are learning more about one another during the activity. This can be shown by the use of each other's names, and information about the individual learners is being shared.</p> <p>Learners are respecting the ideas being shared. This can be shown by the responses of the learners. Responses are respectful and positive. Facial expressions are attentive.</p> <p>The activity is connected to the lives and cultures of the learners.</p>	<p>Evidence reflects four or less of the following:</p> <p>Learners are actively engaged in the activity and working collaboratively; not merely having casual conversations.</p> <p>It is evident that learners know each other and/or are learning more about one another during the activity. This can be shown by the use of each other's names, and information about the individual learners is being shared.</p> <p>Learners are respecting the ideas being shared. This can be shown by the responses of the learners. Responses are respectful and positive. Facial expressions are attentive.</p> <p>The activity is connected to the lives and cultures of the learners.</p>
Artifact Two - Parent Invite	<p>Written explanation shares how you would invite parents/guardians into the classroom to build community within your classroom where they are actively engaged in the classroom community (500-word limit).</p> <p>Written explanation shares how you would invite parents/guardians into the classroom to build community within your classroom where they are actively engaged in the classroom community (500-word limit).</p> <p>Plan includes details for helping the parents/guardians have</p>	<p>Written explanation lacks details to explain how you invite parents/guardians into the classroom to build community within your classroom where they are actively engaged in the classroom community. Or, explanation is significantly over the 500-word limit.</p> <p>Plan shows the anticipated benefits of parents'/guardians' involvement in the classroom.</p> <p>The teacher includes details about how parents/guardians are</p>	<p>Written explanation significantly lacks details to explain how you invite parents/guardians into the classroom to build community within your classroom, or does not explain how parents/guardians are actively engaged in the classroom community. Or, explanation is significantly over the 500-word limit.</p> <p>The plan shows that parents/guardians are only observers or assistants in the classroom</p>

All Tasks

meaningful conversations with the students.

The teacher includes details about how parents/guardians are active members of the classroom community and includes specific details about how the teacher has helped to create a positive relationship between students and parents/guardians.

Grammar, spelling, and sentence structure enhance clear communication.

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Grammar, spelling, and sentence structure may inhibit clear communication

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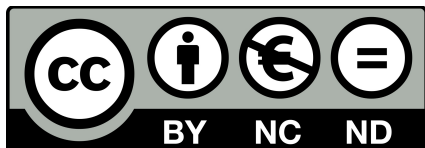
Reflection

500 word limit

Reflect on creating a classroom community. Please address the following guiding questions:

- How will you use this learning to further develop how you build relationships and community within your classroom?
- What specific actions will you take to create a sense of belonging and value for each learner in your classroom?

- **Passing:** Educator completely addresses each of the guiding questions. Writing is organized, easy to understand, and includes details and specific actions that can be used in the classroom.



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