Classroom Management for Creative Learning

Competency

Educator creates a kinesthetic, cooperative, and culturally responsive classroom to maintain an engaging learning environment.

Key Method

The educator designs a classroom layout that encourages and provides for kinesthetic learners; creates a cooperative environment, including norms for group work/discussions and equity of voice; and demonstrates an understanding of the importance of student diversity and cultural identity.

Method Components

Components of Classroom Management

- Educator considers the need for physical movement in the classroom and arranges the furniture accordingly.
- Based on the developmental level of students, educator plans instruction that is appropriate for the diverse needs of learners.
- Alternative seating is used to ensure that learners are provided with options that best meet their educational needs.

Components of Effective Classroom Design

- The physical layout of the classroom allows for safe and easy access to materials and work spaces.
- Students' work enhances the classroom and allows for reflection.
- Layout minimizes distractions.

- Layout encourages teacher to meet students where they are (does not require students to move in order to conference with teacher).

Resources to consider:
- Brain Breaks
- Brain Gym Activities

Seating to consider:
- Wobble chairs
- Standing desks
- Portable writing surfaces

Accommodating All Learners

Educator demonstrates an understanding of students with special needs and provides intentional support for those with unique learning struggles. This may include preferential seating, additional movement opportunities, and/or additional instructional supports in the form of visual reminders. Sensory—sound sensitivities

Organization

Educator plans for the organizational needs of a creative learning classroom; including storage of students' supplies, management of small group activities, and procedures needed to ensure successful learning experiences. Resource and time management are required and need to be planned for accordingly.

Plan should include the following:
- Pros/cons of classroom versus individual supplies
- Movement breaks built into transitions/supply gathering
- Routines and expectations to allow for independent work

Cultural Responsiveness

Educator demonstrates an understanding of student's cultural identity and the role it plays in the educational process. Community-building activities are included in academic content areas on a regular basis. Cultivate a safe environment in which students are comfortable sharing their cultural heritage in a way that honors their individual and/or group identity.

Ideas to include:
- Student of the week
- Actor's Toolbox, Cooperation Challenge
- Class/Morning Meeting
- Other team-building strategies
- Responsive Classroom and Teaching Tolerance

Supporting Rationale and Research

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 June 4, 2018, from
http://docshare01.docshare.tips/files/19482/194821785.pdf

Ballengee-Morris, C., & Stuhr, P. L. (2015). Multicultural art and visual cultural education in a changing world. Art Education, 54(4), 6-13. Retrieved from
https://www.tandfonline.com/doi/pdf/10.1080/00043125.2001.11653451?needAccess=true
(use alternate access options and a free account to read)

Chappell, S. V., & Cahnmann-Taylor, M. (2013). No child left with crayons: The imperative of arts-based education and research with language "minority" and other minoritized communities. Review of Research in Education, 37(1), 243-268. Retrieved from
https://www.edpolicyinca.org/newsroom/no-child-left-crayons-imperative-arts-based-education-and-research-language-minority-and

Reif, N., & Grant, L. (2010). Culturally responsive classrooms through art integration. *Journal of Praxis in Multicultural Education*, 5(1). Retrieved from
https://drive.google.com/file/d/16XFIKX2mESmQbZXbtQCNyu8veriVRbnF/view?usp=sharing

Resources

Articles
The Kennedy Center–ArtsEdge: Defining Arts Integration

Readings
A Veteran Teacher Turned Coach Shadows Two Students

Rethinking the Classroom

How Classroom Design Affects Student Engagement

Education by Design: Challenging the Traditional Definition of a Learning Space
Classroom Management

Classroom Design Rubric

More Schools Are Working to Integrate the Arts into Classroom Learning

How Integrating Arts into Other Subject Areas Makes Learning Come Alive

Videos
iMovie Support

Prezi - How to do a Windows Moviemaker movie

Ken Robinson Says Schools Kill Creativity

Ken Robinson Changing Education Paradigms

"How-to" Resources
5 Tips for Creating a Photo Essay with Purpose

How to Make a Photo Essay to Impress

Classroom design, arts integration, flexible seating, and classroom routines

Teaching Resources
The Kennedy Center—ArtsEdge

Project Zero (Harvard Graduate School of Education)
http://www.pz.harvard.edu/

Digital Narrative Examples
5 Digital Storytelling Assignments in the Classroom

7 of the Best Examples of Digital Storytelling

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(175 - 250 words)

Note: Classroom management varies greatly based on the developmental stage of the learners as well as the content being taught. This section is designed to help you take an in-depth look at your current group of students and identify the best practices.

Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will make you identifiable to your reviewers.*

- Describe your class population; include number of students, gender breakdown, ethnic group, and any special needs.
- Describe the content areas and/or grade levels you are currently teaching.
- How will you apply new knowledge to future teaching?

Passing: Educator completely addresses each of the three questions using personal examples and supporting evidence that clearly illustrates deliberate intentions for classroom design. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Visual evidence of intentional classroom layout
Select ONE of the following:
- 2–4 minute video with narration or captions (Follow your district's policy concerning video with students.)
- **Video Tips**: Include a timestamp for specific evidence; video children from the back of the head, neck down, or with instruments blocking faces.
- Share in a photo essay, of at least 10 and no more than 20 slides, student work samples that indicate a deep knowledge of content expressed through an art form. Include text or captions on each slide to guide the assessor. (Follow your district's policy concerning photography with students.)
- Draw your classroom layout with labels; upload your images

Artifact 2: Analysis of organizational strategies
(175 - 250 words)
Include the following:
- How your classroom is organized in a way that enhances learners' abilities to focus on instruction or task.
- The rationale supporting the items that decorate your learning spaces.
- How the physical layout enhances the learners' abilities to contribute to their learning and engage in appropriate behavior while encouraging respect.
- An explanation of how your design of space is safe and allows for ease of movement and monitoring.
- How the physical layout is sensitive to students from various cultures and backgrounds

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1 Visual	Artifact includes all points below: Shows how you organize your classroom in a way that enhances the learners' abilities to focus on instruction/task. Shares your rationale that supports the items that decorate your learning spaces. Explains how your design of space is safe and allows for ease of movement and monitoring. Video has clear narration; photo essay's captions	Artifact includes three of the points below: Shows how you organize your classroom in a way that enhances the learners' abilities to focus on instruction/task. Shares your rationale that supports the items that decorate your learning spaces. Explains how your design of space is safe and allows for ease of movement and monitoring. Video has clear narration; photo	Artifact includes one or two of the points below: Shows how you organize your classroom in a way that enhances the learners' abilities to focus on instruction/task. Shares your rationale that supports the items that decorate your learning spaces. Explains how your design of space is safe and allows for ease of movement and monitoring. Video has clear narration; photo

	enhance viewing; drawing is clearly labeled. Explains how your design of space provides for cultural differences for interaction between students	essay's captions enhance viewing; drawing is clearly labeled.	essay's captions enhance viewing; drawing is clearly labeled.
Artifact 2 Analysis	Analysis includes all of the following components: Shows how you organize your classroom in a way that enhances the learners' abilities to focus on instruction. Shares your rationale that supports the items that decorate your learning spaces. Explains how your design of space is safe and allows for ease of movement and monitoring. Explains how your design of space provides for cultural differences for interaction between students Grammar, spelling, and sentence structure enhance clear communication.	Analysis includes two to three of the following components: Shows how you organize your classroom in a way that enhances the learners' abilities to focus on instruction. Shares your rationale that supports the items that decorate your learning spaces. Explains how your design of space is safe and allows for ease of movement and monitoring. Grammar, spelling, and sentence structure enhance clear communication.	Analysis includes fewer than two of the following components: Shows how you organize your classroom in a way that enhances the learners' abilities to focus on instruction. Shares your rationale that supports the items that decorate your learning spaces. Explains how your design of space is safe and allows for ease of movement and monitoring. Grammar, spelling, and sentence structure enhance clear communication.

Arts Integration Stack
Last Revised on Mar 16, 2022

Part 3 Reflection

(400-500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please answer the following reflective questions. *Do not include any information that will make you identifiable to your reviewers*.

Based on your own experiences, share an anecdote that illustrates the purpose of intentionally designing a learning environment that encourages creativity. Reflect on how your classroom space allows for integration of an artform and cultural competence into your content. Student evidence/interviews may be included here to support the success of your intentional design.

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.