

CLASSROOM DYNAMICS

POWERFUL LEARNING

Within Professional Learning Cycles

Classroom Dynamics entails establishing and maintaining conditions that allow students to engage in powerful learning through deliberate and purposeful planning, actions, and responses.

Guiding Principle

Teachers want to develop and have access to classroom strategies that are definitive enough to implement, but flexible enough to be relevant for their own school, class, and situation.

Who

Teachers who want to:

- work collaboratively with their colleagues, within the structure and supports of a Professional Learning Cycle (PLC)
- grow professionally in mathematics classroom dynamics

Task

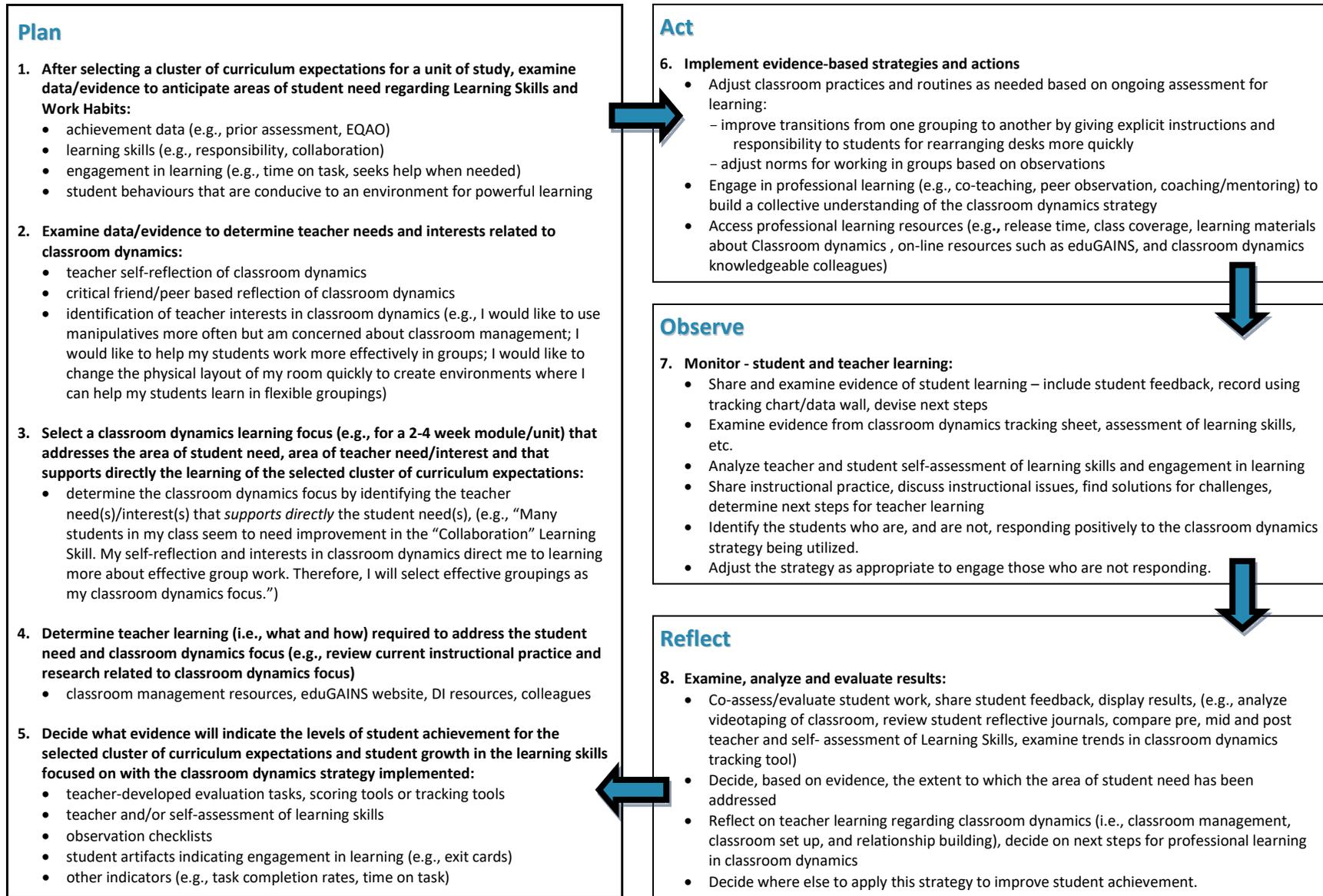
- Work with a small group of teachers to set the stage for powerful student learning through the interaction of the ongoing assessment of students' success with a cluster of curriculum expectations and the demonstration of the learning skills, and the development of positive classroom dynamics in the mathematics classroom.

Process

- Using the flow chart, *"Classroom Dynamics for Powerful Learning – Within a Professional Learning Cycle"* work through the eight steps included in Plan, Act, Observe, and Reflect.
- Establish the Classroom Dynamics strategy focus.
 - After selecting a cluster of curriculum expectations for a unit of study, examine data/evidence to anticipate areas of student need regarding "Learning Skills and Work Habits" (*Growing Success*, 2010). For example, Responsibility – using manipulatives to develop conceptual understanding, or Collaboration – working effectively in groups.
 - Establish and list students' needs.
 - Identify, discuss, and list the teachers' professional learning needs, (e.g., communicating clearly the instructions and success criteria for group work), using *"Classroom Dynamics for Powerful Learning – Examined through Self Reflection."*

- Discuss and list teachers' interests regarding professional learning, (e.g., using the Interactive White Board as a tool for students to actively participate in the lesson).
- Compare students' needs, teachers' professional learning needs, and teachers' professional interests.
- Identify teacher needs and interests that *support directly* the student needs.
- Determine the resources needed to expand the teachers' repertoire of strategies, (e.g., classroom management resources, eduGAINS resources, on-line resources, DI resources, colleagues).
- Decide on the assessment instrument(s) to use for measuring improvement in student learning, based on specified learning skills.
- Implement new classroom dynamics strategies, adjusting as needed, based on evidence gathered and in discussion with PLC colleagues.
- Examine, analyze, and evaluate results to determine how the classroom dynamics strategies impacted on students' achievement of curriculum expectations and their demonstration of learning skills.

Classroom Dynamics within a Professional Learning Cycle



Adapted from: Student Success / Learning -18 Implementation, Training and Evaluation Branch