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

1. 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:
   • achievement data (e.g., prior assessment, EQAO)
   • learning skills (e.g., responsibility, collaboration)
   • engagement in learning (e.g., time on task, seeks help when needed)
   • student behaviours that are conducive to an environment for powerful learning

2. Examine data/evidence to determine teacher needs and interests related to classroom dynamics:
   • teacher self-reflection of classroom dynamics
   • critical friend/peer based reflection of classroom dynamics
   • identification of teacher interests in classroom dynamics (e.g., I would like to use manipulatives more often but am concerned about classroom management; I would like to help my students work more effectively in groups; I would like to change the physical layout of my room quickly to create environments where I can help my students learn in flexible groupings)

3. Select a classroom dynamics learning focus (e.g., for a 2-4 week module/unit) that addresses the area of student need, area of teacher need/interest and that supports directly the learning of the selected cluster of curriculum expectations:
   • determine the classroom dynamics focus by identifying the teacher need(s)/interest(s) that supports directly the student need(s), (e.g., “Many students in my class seem to need improvement in the “Collaboration” Learning Skill. My self-reflection and interests in classroom dynamics direct me to learning more about effective group work. Therefore, I will select effective groupings as my classroom dynamics focus.”)

4. Determine teacher learning (i.e., what and how) required to address the student need and classroom dynamics focus (e.g., review current instructional practice and research related to classroom dynamics focus)
   • classroom management resources, eduGAINS website, DI resources, colleagues

5. Decide what evidence will indicate the levels of student achievement for the selected cluster of curriculum expectations and student growth in the learning skills focused on with the classroom dynamics strategy implemented:
   • teacher-developed evaluation tasks, scoring tools or tracking tools
   • teacher and/or self-assessment of learning skills
   • observation checklists
   • student artifacts indicating engagement in learning (e.g., exit cards)
   • other indicators (e.g., task completion rates, time on task)

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