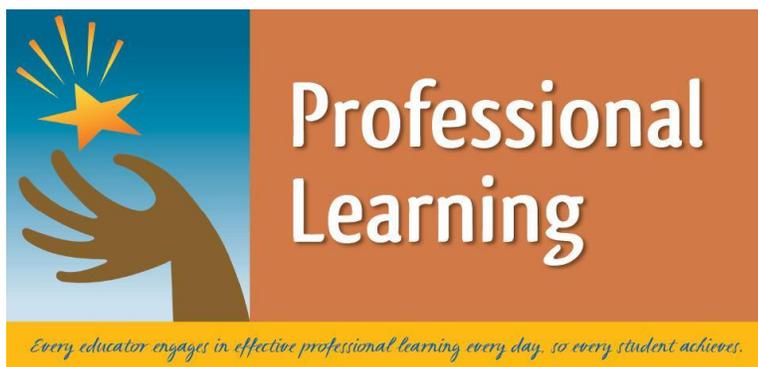


Facilitator's Guide

Matching the Environment



Matching the learning environment to the students and the learning taking place

Matched Environment



Facilitator Lecturette (Slides 58-76)

Summary: Participants will understand that the physical, emotional, and social environments in the classroom affect student learning. Be sure to include the learning targets for the session and any questions, comments, or concerns about previous sessions.

Time: 90 minutes

Materials: paper, writing utensils, copies of *Create a More Matched Physical Environment* handout

Directions: See facilitator's notes on each slide 58-76 and the activity descriptions listed below.



Participant Activity

❖ Think Pair Share (Slide 58)

Time: 5-8 minutes

Materials: none

Directions: What was your biggest take away from the last two sections on expectations and rituals and routines? Think individually, talk with a partner, share out with the whole group.



See facilitator's notes on slides 59-65



Participant Activity

❖ Classroom Layout (Slide 65)

Time: 15 minutes

Materials: paper, writing utensil

Directions: Fold the paper into four sections. Sketch the layout of your classroom right now. In another box, sketch out the layout before that. Continue until you have four layouts drawn. Are they the same? Why are they the same? Why are they different?



See facilitator's notes on slides 66-72



Participant Activity

❖ **Which variables matter most to learning? (Slide 73)**

Time: 10 minutes

Materials: none

Directions: Participants read all ten variables and choose which ones matter most. Then participants share with their team and share out with the whole group. At the end, explain that the variables 2, 4, 6, 8, and 10 impact learning the most.



See facilitator's notes on slide 74



Participant Activity

❖ **Create a More Matched Physical Environment (Slide 75-76)**

Time: 30 minutes

Materials: writing utensils, copies of *Create a More Matched Physical Environment* handout

Directions: What can you do, modify, or add to your classroom to create a more matched environment? Complete a mind map. Make sure to create a plan of how and when all of this will occur.



Facilitator Lecturette (Slides 77-78)

Summary: Participants will reflect about the learning targets and *Danielson Rubric*. Were the learning targets achieved? If not, how will they be achieved in the future? What parts of the Danielson rubric were covered?

Time: 10 minutes

Materials: copies of *Danielson Rubric*

Directions: See facilitator's notes on each slide 77-78