

FEAP 2h.- Adapts the learning environment to accommodate the differing needs and diversity of students

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>Each student sits at an assigned desk throughout the school day and there is little to no movement.</p> <p>There is no talking permitted during work time.</p> <p>Students do not participate in any partner or group work.</p> <p>All lessons and instructional approaches planned are exactly the same techniques and strategies throughout the day.</p>	<p>There are both independent and grouped desks.</p> <p>There are many anchor charts around the classroom for quick access.</p> <p>There is a big bulletin board next to the board. (M)</p> <p>There are many ethnicities represented in the class library.</p> <p>All students can see the board from their seats.</p> <p>Math manipulatives are easily accessible.</p> <p>The teacher allows the students to kneel in their seats.</p> <p>The teacher says, "You can choose a partner or do the activity yourself."</p>	<p>All of the loud activities are on one side of the class.</p> <p>The computers are accessible to those who may need them more often.</p> <p>The bulletin board next to the board has the learning goals posted. (M)</p> <p>Students that have a hard time focusing are close to the front of the room.</p> <p>Students are allowed to choose their working partner. (D)</p> <p>Rasheed gets the math manipulatives from the shelf to aid him with his math worksheet.</p> <p>Various students have "wobble seats" at their work stations.</p> <p>The students dance to the Macarena as a movement break between activities.</p>	<p>There is a basket of headphones for students to use to block out noise.</p> <p>A student with poor fine motor skills is typing their spelling test on the computer.</p> <p>There is a large space for students to work on the floor.</p> <p>There is a desk near the teacher's teaching table for students needing more support.</p> <p>Students take the initiative to influence the formation or adjustments of instructional groups. (D)</p> <p>Students are eating their snacks at will throughout the morning without causing disruption.</p> <p>Tomas is doing stretches and jumping jacks in the center of the hula hoop in the back corner of the class because he needed a stretch break.</p>

Where noted, examples based on:

"(D)" – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

"(M)" – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

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Resources:

<http://www.scholastic.com/teachers/article/classroom-organization-physical-environment>

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=13&ved=0CGIQFjACOAo&url=http%3A%2F%2Feducation.alberta.ca%2Fmedia%2F513151%2Fe_chap4.pdf&ei=axwkUILSBaXq2QWX2IB4&usg=AFQjCNGwAWRh8oMJ_JTCfP5jsohd1Q9oSg&sig2=Q3U3VwxcCjDcTI_yJ1Qmg

http://www.education.com/reference/article/Ref_Teaching_Tips/

<http://ezinearticles.com/?How-to-Teach-to-a-Diverse-Classroom-of-Students&id=436>

http://projects.coe.uga.edu/epltt/index.php?title=Multiple_Intelligences_and_Learning_Styles

<http://fod.msu.edu/oir/learning-styles-teaching-styles-multiple-intelligences>

<http://www.ascd.org/publications/educational-leadership/sept97/vol55/num01/Integrating-Learning-Styles-and-Multiple-Intelligences.aspx>