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| **Standard 5: Candidates create learning environments that promote high levels of learning and achievement for all students** | |
| Element | Reflection/Documentation |
| Candidates treat all students fairly and establish an environment that is respectful, supportive and caring | Throughout the learning experience, each child was properly treated with respect in the classroom. This was shown in several aspects: verbal, physical and emotional. Verbally, I gave the students praise and told them what they were doing well. In the physical aspect, I gave the students high –fives for a job well done and had body language that was open to the students. Although many of my students were unable to have a conversation with me about their emotions I could usually tell if someone had a bad weekend. I would take the time to ask each child when they came in “Hi, How are you?”, and then give them options via a choice board or verbal.  \*VIDEO OF BEGINNING OF LESSON- hi\* |
| Candidates create an environment that is physically and emotionally safe | Each student in the classroom was treated with respect and understanding. Every student in the classroom was on a behavior plan (positive or aversive). The staff was adequately trained on each student’s behavior plan and used appropriate measures when a behavior did occur. |
| Candidates motivate students to work productively and assume responsibility for their own learning | Throughout the semester I used different techniques to motivate each student. One student is motivated by several different snack food items and it was approved by his parents to use this method in order to motivate him to do work. Several other students are motivated in the classroom by a simple high-five or saying “Good Job!” However, one of my students is not accepting of verbal praise and will often react to praise with unacceptable violent behavior. In his case, I motivated him with strictly high-fives and if he was having a day without many behaviors I would try and include the verbal praise (IEP goal).  \*PART OF LESSON- verbal praise\* |
| Candidates create learning situations in which students work independently, collaboratively and/or as a whole class | Throughout the day the students received one on one assistance with every center that they were working at. Also, the students had several opportunities throughout the day for group. These included: morning meeting, specials, recess, lunch, and afternoon group. The students were encouraged to try and work independently at each center. |
| Candidates maintain an environment that is conducive to learning for all students | Due to the heavy sensory needs of many of the students in the classroom the room was kept a certain way in order to make the students feel comfortable. The overhead lighting in the classroom was shut off when students were present. We used less bright lights that didn’t make as much noise. Also, throughout the day we would use the Tap-It Board to play relaxing music and an aquarium visual. The students were also allowed sensory breaks when the material was too taxing for them. |