

## Facilitator's Guide

**Title:** Positive Classroom Climate

**Overview:** For education and learning to take place the student must feel comfortable and safe in the school and classroom environment. Through a curriculum that includes all learning styles and is based on developing deep understanding of benchmarks, we can include all students in the process of learning and develop a sensitivity to diverse populations. It is necessary to assess how the curriculum is working for all students and refine practices to be equitable and all inclusive.

**Objectives: Participants will:**

- Gain and awareness of where their curriculum fails some students.
- Evaluate their practices to determine if they are equitable to all their students.
- Develop strategies to make their classroom more inclusive.
- Develop a plan to help the district to establish school improvement goals that will increase equity.

**Time Frame:** 4 to 6 hours

**Preparation Requirement/Material Needed: See Section 2 and 3**

- Equipment:
  - Overhead projector, screen, transparencies, markers, newsprint, easel, 3x5 cards.
- Transparencies:
  - Components of the Equitable School Continuum
  - A Continuum for Equity
  - Six forms of Bias in Classroom Materials
  - Elements Consistent With Educational Reform Standards
  - The Educators Challenge: A Pop Quiz
  - Sharer/Listener/Gift Giver Roles
  - Learners Preference

- **Handouts:**

- The Equitable School Continuum
- How Equitable is Your Science Education Program?
- Introduction to *Tools for Evaluating and Selecting Instructional Materials*
- Evaluating Science Instructional Resource Material for Gender and Diversity Perspectives
- The Blind Men and the Elephant
- Standards-Based Teaching and Learning
- Personal Reflection
- Think and Capture Journal

**Program Outline/Sequencing**

- 2.8 The Equitable School Continuum: Assessing the Big Picture (p 81)
- 2.9 Tools For Assessing Science and Mathematics Curriculum (p 99)
- 2.10 Tools For Evaluating and Selecting Instructional Materials for Equitable Content (p 107)
- 3.1 From this Side: The Challenge to Reach All Learners (p 7)
- 3.2 Dimensions of Learning (p 30)
- 3.3 Do You See Me?: Musings of the Invisible (p33)