CY Learning Environments

IM CLOVER PRACTICES

Part 1: Opening Meeting

This meeting will prepare Impact Managers to craft Clover and resiliency-informed learning environments for students and ACMs. IMs should use the CY Learning Environments Planning Template to prepare their plans after this meeting. The mid-year Continuous Improvement Meeting offers an opportunity to identify ways to enhance learning environments in the second half of the year.

Meeting Outcomes

- City Year's definition of Culture and Climate, and connections to City Year Learning Environments
- 5 elements of positive learning environments
- Ways IMs can influence Culture and Climate by creating positive learning environments
- Plans for learning environments that support resiliency for ACMs and students
- Site, team and school-specific considerations for positive learning environments

Facilitation Notes

- Audience: Impact Managers (pair new and returning IMs to support with Clover model fluency)
- Facilitator: Impact Director, Sr. Impact Manager or L&D Director
- Time: 90 minutes

Facilitation Guide

Activity	**Time**
Opening	5 minutes
Culture, Climate and CY Learning Environments	10 minutes
5 Elements of Positive Learning Environments	20 minutes
Supporting Resilience with a Clover Lens	30 minutes
What does this mean for my team?	20 minutes
Close	5 minutes

Materials

- 3 posters for each of the 5 Elements of Positive Learning Environments for Gallery Walk activity
  - One with an ACM Learning Environments heading
  - One a Student Learning Environments heading
  - One blank
- 5 Elements of Positive Learning Environments 1-Pager (1 per participant)
- Learning Environments Planning Template (share in soft copy, or make about 4 copies per participant)
- Markers (1 per participant)

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IM CLOVER PRACTICES

Part 2: Planning Template

The start-of-year opening meeting prepares Impact Managers to craft Clover and resiliency-informed learning environments for students and ACMs. IMs may use the CY Learning Environments Planning Template to prepare their plans after this meeting. Clover balance within and between the elements of a positive learning environment support resiliency for ACMs and students.

Learning Environment: Click here to enter text.

Sample Learning Environments

- After-School Program
- Tier 2 Interventions
- Morning Greeting
- SEL Coaching
- Team Time/Team Meetings
- First and Final Circle
- The City Year room

Elements of Positive Learning Environments

Predictable Procedures/Routines

Click here to enter text.

Explicit Rules/Expectations

Click here to enter text.

Relationships

Click here to enter text.

Organization of Physical Space

Click here to enter text.

Emotional Safety

Click here to enter text.

Review for Clover balance within and between learning environment elements to support resilience in ACMs and students.

Opening (5 minutes)

Purpose: To establish rapport and credibility with participants, while giving an introduction to the topic of the meeting.

Outcome: A shared understanding of ways IMs can influence Culture and Climate by creating positive learning environments

Suggested Opening Remarks

Today we'll be exploring ways we can each have a positive influence on the environments where AmeriCorps members and students spend their days. It can be hard to look ahead to learning environments that won't be used until the fall—especially when we haven't even done BTA. If you invest some time now planning for learning environments, you're positioned to ensure your team has safe and productive work space early in the year, which will ultimately save you time and energy. When you consider the amount of time our teams and students spend at school, and the ways our environments impact our daily lives, it makes a lot of sense.

Our hope is that by focusing on a handful of elements contributing to positive environments, and by using Clover as a lens to guide our thinking, we'll take away tangible ways to enhance the experiences of AmeriCorps members and students.

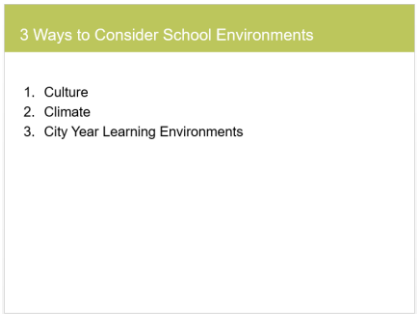
Outcomes and Agenda

Share the outcomes for the meeting and an overview of the agenda.

Culture, Climate and CY Learning Environments (10 minutes)

Purpose: To introduce a definition for Culture and Climate, and describe the ways a positive learning environment can support AmeriCorps members and students. Impact Managers should also understand their influence in contributing to positive learning environments.

Outcome: A shared understanding of ways IMs can influence Culture and Climate by creating positive learning environments



Ways for IMs to Influence Culture and Climate (>1 min)

Transition: There are many ways to think about the environment. You can think about environmental protection for the planet, the working environment of an office and countless others.

Strategy: Lecturette

To center our exploration today, we'll introduce three ways to consider the environment at a school:

1. Culture
2. Climate
3. City Year Learning Environments

School Culture and Climate Definition (2 min)

Transition: City Year has begun to explore ways it can have a positive effect on a school's Culture and Climate, and has looked to school

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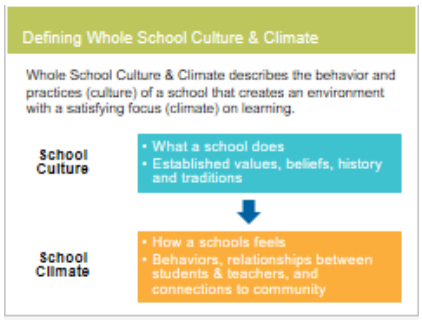
<td> 
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<td>improvement research to craft a definition. Today we'll apply a definition of Culture and Climate for entire schools to our thinking about spaces we create for our teams and students.

Strategy: Lecturette

Whole School Culture & Climate describes the behavior and practices (culture) of a school that creates an environment with a satisfying focus (climate) on learning.

School Culture can be described as:

• What a school does
• Established values, beliefs, history and traditions (Çakiroğlu, Akkan, & Guven, 2012)

School Climate can be described as:

• How a schools feels
• Behaviors, relationships between students & teachers, and connection to school community (School Climate Council, 2007)

The behaviors and interactions between people, and connections to community, are manifestations of the school's culture.

Share an anecdote that helps illustrate how culture and climate look in a school. For example, a school may have a sign-in at the front door of the school because they value safety on campus (culture). The feel of that sign in (climate) can be welcoming and inclusive, or cold and procedural.</td>
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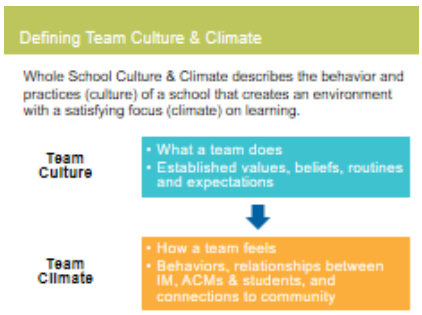
<td> 
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<td><u>Culture and Climate for CY Teams (2 min)</u>

Transition: Knowing that these definitions were crafted to describe entire schools, we have an opportunity to apply these definitions to spaces that are more in our locus of control. The goal of today's session is not to develop plans for enhancing the culture or climate of your entire school. However, because Impact staff have responsibilities for both students and AmeriCorps members, and strive to create positive experiences for both parties, our work today is to extend these definitions to spaces within our realm of influence.

With that in mind, we'll use these definitions:

<u>Team Culture:</u>

• What a team does
• Established values, beliefs, routines and behaviors

<u>Team Climate:</u>

• How a team feels
• Behaviors, relationships between IM, ACMs and students, and connections to community</td>
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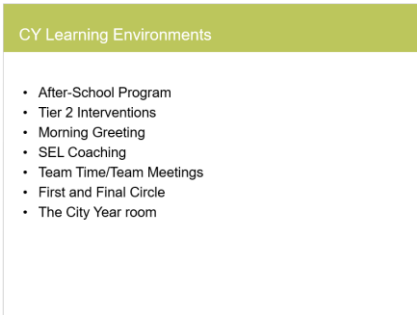
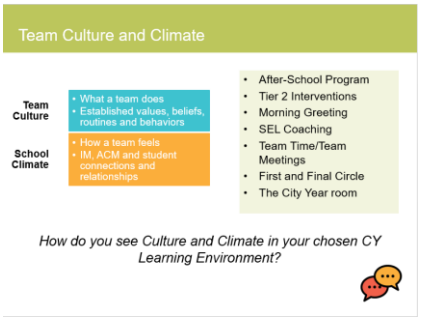
	The behaviors and interactions between people, and connections to community, are manifestations of the team's culture. Share an anecdote that helps illustrate how culture and climate look in a school. For example, it's typical to have routines and procedures in place for ACMs to serve snack in the after school program. Those procedures are what ACMs do each day (culture). The feel of those procedures (climate) can be welcoming and inclusive, or cold and procedural.
	**<u>CY Learning Environment Examples (<1 min)</u>** **Strategy:** Lecturette Here are a few examples of City Year Learning Environments within our locus of control: • After-School Program • Tier 2 Interventions • Morning Greeting • SEL Coaching • Team Time/Team Meetings • First and Final Circle • The City Year room
	**<u>Pair and Group Dialogue (5 min)</u>** **Transition:** With the adjusted definitions and learning environment examples in mind, let's make some connections to our work. If you're new and haven't seen these spaces yet, consider how you'd want them to be for your future ACMs and students. **Strategy:** Pair Share Invite participants to select *one* of the listed learning environments, and dialogue to the following prompt: *How do you see Culture and Climate in your chosen CY Learning Environment?* After pair share, take whole-group comments. **Key Ideas:** • When we look at these spaces, some look great through a culture and climate lens. The *things we do* reflect our positive values and beliefs about the potential of ACMs and students. The interactions *feel* positive and generative. • Other spaces have room to grow. Perhaps *what* we do and the way things are *done* need to be revisited, and don't yet *feel* positive.

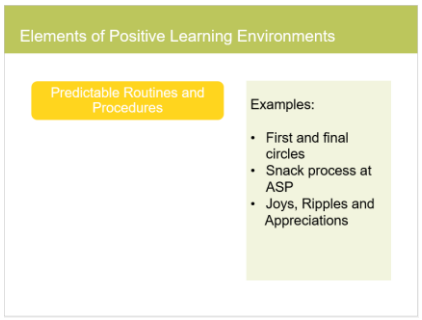
	• Everyone in this room has an opportunity to improve these CY Learning Environments—whether they're doing great, or need some attention.

5 Elements of Positive Learning Environments (20 minutes)

Purpose: To explore five distinct elements of positive learning environments, knowing that attention to these five elements will improve the culture and climate built by a team.

Outcomes:

- 5 elements of positive learning environments
- Ways IMs can influence Culture and Climate by creating positive learning environments



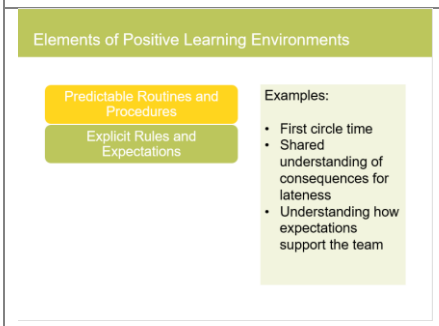
Transition: The challenge with examining a learning environment with just a definition for culture and climate is that it doesn't offer next steps for enhancing those spaces. It only assesses strengths and opportunities. The five elements of positive learning environments begin to show us how to improve these spaces.

Predictable Routines and Procedures (2 min)

Strategy: Lecturette

One of the elements of a positive learning environment is predictable procedures and routines. First and final circles are an example that AmeriCorps members would be familiar with. Predictable and repeatable routines for getting snack in ASP are an example for students. An example from home life might be getting ready for service in roughly the same way each day. When well-crafted and understood by all, this predictability allows us to move through the day with ease.

Imagine if you got ready for service a different way each morning and had to think about how to do it as you prepared for the day.

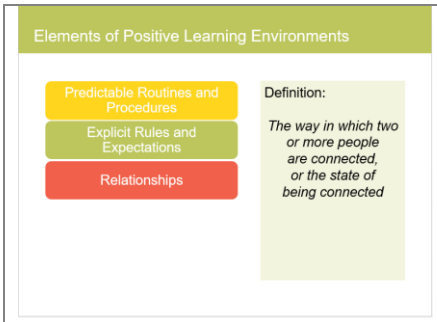


Explicit Rules and Expectations (2 min)

Strategy: Lecturette

Another element of positive learning environments is explicit rules and expectations. Establishing and reinforcing the expectations for punctuality for first circle with ACMs is one example. When all teammates know what time to arrive, know the consequences for lateness, and understand how these explicit expectations support the team, they contribute to a strong start to service. Setting and reinforcing classroom rules in ASP is an example for students. The key here is ensuring everyone understands what the expectation is, why it's important for the group, and is reinforced when needed.

Anyone who has been part of a team that's chronically late, or consistently violates group norms can understand the importance of this element.



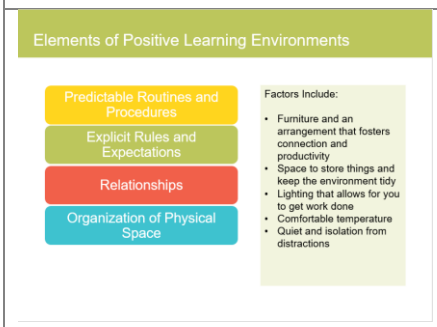
Relationships (2 min)

Strategy: Lecturette

Relationships are another important element of positive learning environments. One definition of relationships is:

The way in which two or more people are connected, or the state of being connected

Relationships serve as the connective glue between people, and tending to positive relationships ensures we treat each other with respect. Connection to others also brings joy and understanding to the group. Imagine going through the challenges of service or learning something difficult if you didn't feel respected or connected to those around you.



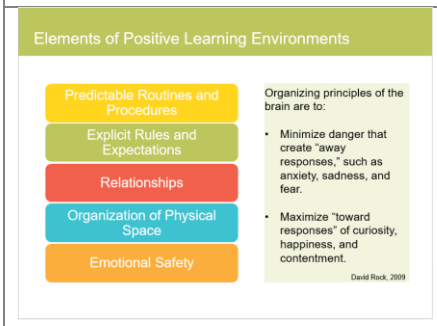
Organization of Physical Space (2 min)

Strategy: Lecturette

This element refers to the physical aspect of a learning environment. There are a number of factors that contribute to the physical environment. Some factors include:

- Furniture and an arrangement that fosters connection and productivity
- Space to store things and keep the environment tidy
- Lighting that allows for you to get work done
- The ability to ensure it's not too hot or cold
- Quiet and isolation from distractions

All of these factors contribute to our ability to learn, collaborate and connect.



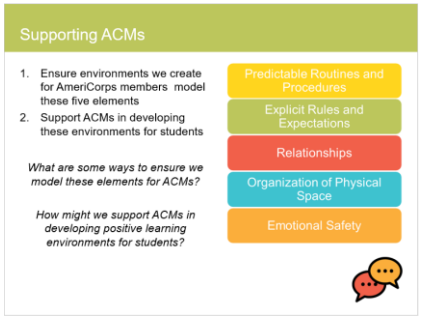
Emotional Safety (2 min)

Strategy: Lecturette

In *Your Brain at Work*, David Rock explores the social needs of the brain in the workplace. Here's an excerpt that helps us understand the benefits of emotional safety:

"Think about what it feels like when you interact with someone who makes you notice what's good about yourself, who is clear with his expectations, who lets you make decisions, who connects with you on a human level, and who treats you fairly."

The brain is wired to detect threat in ways that impact learning and interactions in the workplace. Rock proposes that some of the basic organizing principles of the brain are to:

	• Minimize danger that create “away responses,” such as anxiety, sadness, and fear. • Maximize “toward responses” of curiosity, happiness, and contentment. When we’re under stress or detect emotional threat, a shift in the brain occurs from the higher-level prefrontal cortex functions of understanding, deciding and recalling to the reflexive fight or flight response in the limbic system. When developing learning environments, our goal is to ensure the physical environment and interactions between people are safe and promote the hard work of learning.
	**<u>Assessing Prior Experience and Bias (5 min)</u>** **Transition:** It’s likely that we’re each aware of some of these elements, and less aware of others. Our individual biases and prior experiences inform our awareness of these elements. **Strategy:** Pair Share (5 min) Invite IMs to have pair dialogue to this prompt: *Given your prior experience with learning environments, which of the 5 elements have you considered, and which are new learning?*
	**<u>Supporting ACMs (5 min)</u>** **Transition:** As staff members, we have a dual responsibility in creating positive learning environments: • First is to ensure that the environments we create for AmeriCorps members model what these five elements look like. • Second is to support ACMs in developing these environments for students. **Strategy:** Pair Share (5 min) Invite IMs to share their findings with a neighbor with the following prompts: *What are some ways to ensure we model these elements for ACMs?* *How might we support ACMs in developing positive learning environments for students?*

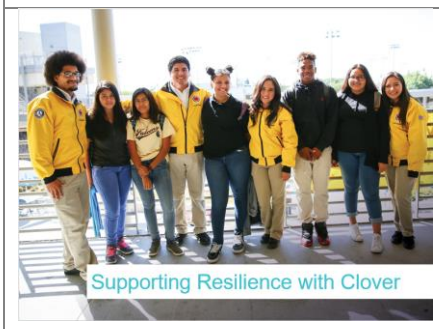
	Ask for whole-group comments.

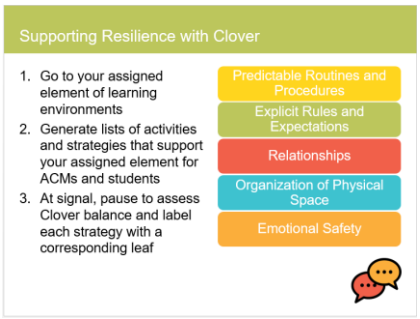
Supporting Resilience with a Clover Lens (30 minutes)

Purpose: To allow the group to generate examples of each of the five elements of positive learning environments, and to review the balance of those examples through a Clover lens that supports resiliency.

*The spring Clover conference explores how balance across the four leaves supports resilience in ACMs and students. When we develop learning environments that have all five elements and there are connections to each of the leaves, ACMs and students are more able to withstand common environmental stress and trauma in schools.

Outcome: Plans for learning environments that support resiliency for ACMs and students





Grouping and Activity Instructions (3 min)

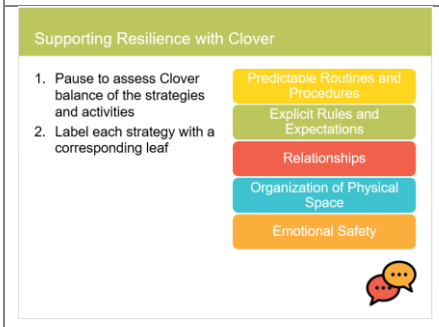
Transition: Now that we've reviewed each of the five elements of positive learning environments, we'll rely on the thinking of this group to generate a comprehensive, Clover-balanced list of activities for each of these elements. This list of activities can help you prepare positive learning environments for ACMs and students.

Strategy: Gallery Walk

Divide the cohort up into small groups at flip charts with one learning environment element each. Each poster should have space for strategies that work for ACMs, students and both.

**Slide is animated to reveal the three-step process, and to allow you to point to the location of each poster while you give the step-by-step process*

- Predictable procedures/routines
- Explicit rules/expectations
- Relationships
- Organization of physical space
- Emotional Safety



Prompt 1 (10 min): Each group will brainstorm and write down ideas, activities and strategies that reinforce their element of the learning environment

After 8 minutes, ask groups to pause and match the listed activities with associated Clover leave(s). This will allow groups to assess Clover balance across the activities they listed.

*Ask new IMs to partner with returning IMs who have attended Clover conferences.

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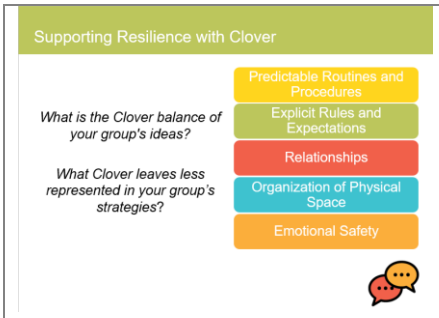
<td> 
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<td>Prompt 2 (5 min):

When participants have labeled each strategy or activity with a Clover leaf, invite them to dialogue to the following prompts:

What is the Clover balance of your group's ideas?

What Clover leaves less represented in your group’s strategies?

Ask groups to create a second flip chart labeled with the Clover leaf required for better balance.</td>
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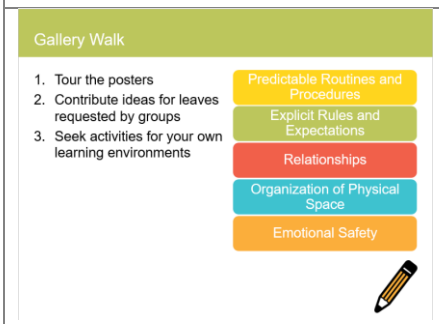
<td> 
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<td>Gallery walk round (7 min)

Invite participants to go to each chart for two simultaneous tasks:

1. Tour the posters, marker in hand
2. Contribute ideas for leaves requested by groups
3. Seek activities for your own learning environments</td>
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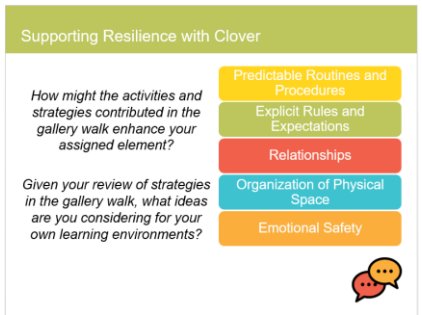
<td> 
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<td>Review contributions and dialogue (5 min):

Invite participants to return to their assigned element, review gallery walk contributions, and have dialogue with these prompts:

How might the activities and strategies contributed in the gallery walk enhance your assigned element?

Given your review of strategies in the gallery walk, what ideas are you considering for your own learning environments?

Take whole-group comments.

Key ideas:

• Balance between leaves can be found within one element, and some elements are inherently balanced toward one leaf
• Balance across all 5 elements is important, given that some are weighted toward a particular leaf
• Balance across the leaves in these learning environments supports student and ACM resiliency—this will lead to trauma-informed</td>
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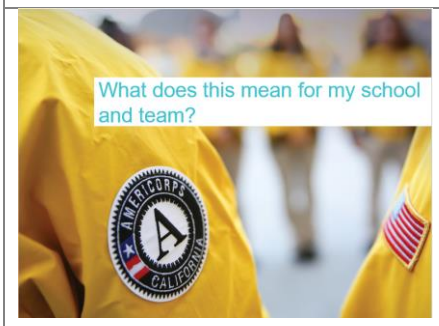
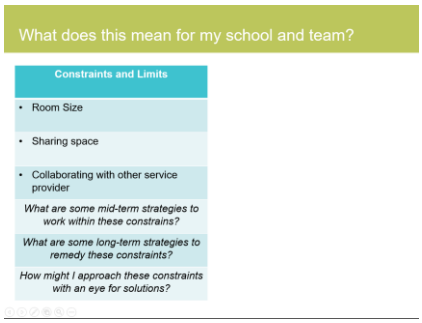
	environments and will help groups stay grounded as waves of stress and trauma pass.

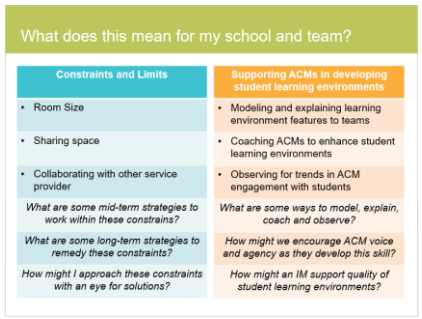
What does this mean for my school and team? (20 minutes)

Purpose: For IMs to review the strategies generated by the group, begin collecting ideas for their own learning environments, and consider some of the limits or constraints operating at their schools.

Outcome: Site, team and school-specific considerations for positive learning environments







Transition: In this final activity, you'll have an opportunity to craft some plans for different learning environments. Before we do that, let's name a couple of important factors that should influence your planning. In a moment, you'll be invited to have conversations about either or both of these different factors.

**The slide is animated to explain part 1 and part 2 separately*

1. Learning environment limits or constraints at schools
    a. Such constraints might include:
        i. Small or uncomfortable room
        ii. Sharing space with other service providers
        iii. Rotating space with other providers on a schedule
        iv. Collaborating after school programming with other service providers
    b. Conversation topics might be:
        i. What are some mid-term strategies to work within these constraints?
        ii. What are some long-term strategies to remedy these constraints?
        iii. How might I approach these constraints with an eye for solutions?

2. Supporting ACMs in developing learning environments
    a. Such considerations might include:
        i. Modeling by creating and explaining features of ACM learning environments
        ii. Coaching ACMs as they work with students
        iii. Observing for trends in ACM engagement with students
    b. Conversation topics might include:
        i. What are some ways to model, explain, coach and observe?
        ii. How might we encourage ACM voice in agency as they develop this skill?
        iii. How might an IM support quality of student learning environments?

Strategy: Choice Dialogue

What—an opportunity to engage in two dialogues based on your own preferences and interests.

	Why—you may have more interest in one topic over the other, so you can dictate how much time you spend in each conversation. How—there will be two dialogues occurring simultaneously. One about limitations on learning environments in our schools, and one about supporting ACMs in developing learning environments. Engage in either or both for as long as you like. We have a total of 20 minutes. There are also templates of brainstorm activities and strategies for each of the five elements of learning environments. Distribute templates and CY Learning Environments document before the dialogues begin. • After-School Program • Tier 2 Interventions • Morning Greeting • SEL Coaching • Team Time/Team Meetings • First and Final Circle • The City Year room Use this 20 minutes to explore learning environments according to your preference.

Close

Purpose: To empower IMs to plan confidently and remind them of the three-stage process.

Remind IMs that the next stage of the process is to plan for and create positive learning environments for students and AmeriCorps members. They'll be invited to revisit those plans in a meeting later this year.

Craft a close to the session that meets the unique needs of this group.

CY Learning Environments

IM CLOVER PRACTICES

Step 3: Continuous Improvement Meeting

The mid-year Continuous Improvement Meeting offers an opportunity to identify ways to enhance second semester learning environments for ACMs and students.

Meeting Outcomes

- A review of the 5 elements of positive learning environments, and a process for building Clover-informed spaces
- A shared understanding of the benefits of "continuous improvement"
- Reflections and next steps for ACM learning environments
- Reflections and next steps for supporting ACMs skill for crafting positive learning environments

Facilitation Notes

- Audience: IMs
- Facilitator: ID, Sr. IM or L&D Director
- Time: 90 minutes

Facilitation Guide

Activity	**Time**
Opening	10 minutes
Reviewing Clover-Informed Learning Environments	15 minutes
Continuous Improvement	20 minutes
Learning Environments for ACMs	20 minutes
Learning Environments for Students	15 minutes
Close	5-10 minutes

Materials

- Plans for learning environments from opening meeting (if participants have them)
- 5 Elements of Positive Learning Environments 1-Pager (1 per participant)
- Learning Environments Planning Template (share in soft copy, or make about 4 copies per participant)
- Grade-span posters for supporting ACMs in crafting positive learning environments
- Speakers and internet connection to play Eduardo Briceño video

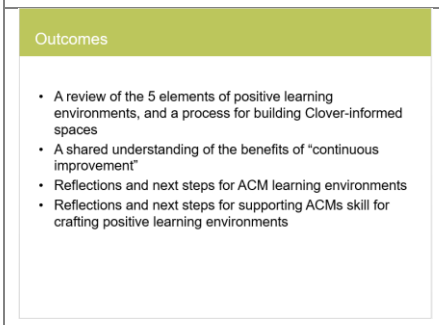
Opening (10 minutes)

Purpose: To introduce the topic for the meeting and welcome participants. The opening dialogue centers IM observations about learning environments.

Suggested Opening Remarks

Today we'll be exploring ways on how we can each have a positive influence on the environments where AmeriCorps members and students spend their days. It can be hard to pause and center on things like learning environments when your to-do list is a mile long, and it feels like everything needs to happen quickly. However, if we pause to invest some time now to consider improvements, we're making time to really give attention to the kind of experiences our students and ACMs have each day.

Developing positive learning environments for others is a powerful skillset, and our goals for this meeting are oriented toward improving our practice in this area to benefit the students and ACMs we serve.



Outcomes and Agenda

Share the outcomes for the meeting and an overview of the agenda.

Strategy: Pair Share

With those goals in mind, have some dialogue to the following prompt:

In the past month, what have you noticed about learning environments for ACMs and students at your school?

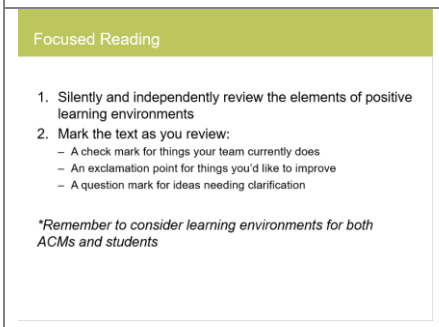
Take comments from the group after pair share.

Transition: Developing positive learning environments is a skill that you can improve over time. Before we start thinking about specific adjustments for the learning environments we create for others, we'll spend some time thinking about our practice.

Reviewing Clover-Informed Learning Environments (15 minutes)

Purpose: To reconnect with previous learning about the 5 elements of effective learning environments, and continuous improvement

Outcome: A review of the 5 elements of positive learning environments, and a process for building Clover-informed spaces



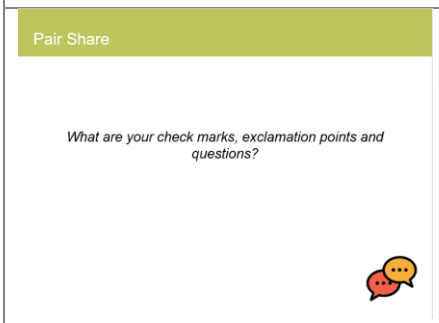
Transition: In the first meeting about CY Learning Environments (as well as at Spring Clover conferences, if you've attended them), we introduced five elements of positive learning environments. Before we move on, we'll spend some time reviewing that content.

Strategy: Focused Reading

Before dialogue, invite participants to silently and independently review the 1-pager. As they review, ask them to mark the text using the following symbols:

- A check mark for things they're currently doing
- An exclamation point for things they'd like to improve
- A question mark for ideas needing clarification

*Before review, remind participants that we're examining learning environments for both students and ACMs.



Transition: Now let's dialogue after you've done some review.

Strategy: Pair Share

Invite participants to pair share with the following prompt:

What are your check marks, exclamation points and questions?

Take comments and questions from the group.

Transition: You've done some review and reflection, and now we want to connect those ideas to your practice. Our frame for revisiting learning environments is oriented toward practitioner development, and the goal is for you do develop your skill in crafting positive learning environments. If improving environments for others is one goal, another is to learn and develop your skills by doing so.

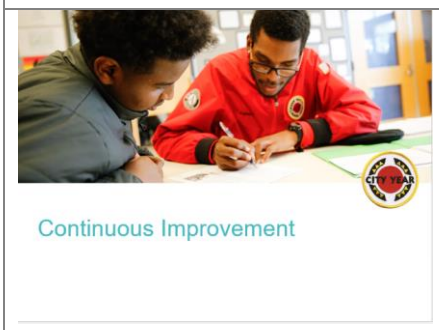
Continuous Improvement (20 minutes)

Purpose: Reconnect with (or introduce) the idea of continuous improvement.

Outcome: A shared understanding of the benefits of "continuous improvement"

Facilitation Note: This activity is also used to introduce Continuous Improvement in part three of the ACM 1:1 support resources. If you have already introduced Continuous Improvement through that meeting, have

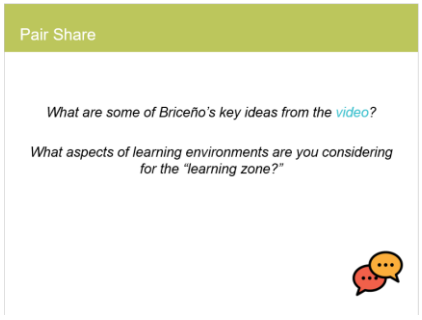
IMs pair share to reengage learning from the meeting—the video only needs to be shown once. Take comments from the group to review some of the main points about Continuous Improvement.



Transition:

At the beginning of the year, you were introduced to the five elements of positive learning environments. You also explored ways to support resilience through Clover balance. Today, our aim is not to introduce additional resources and tools for learning environments. Rather, we hope to refine our skill within the five elements and Clover. To illustrate what this might look like, we'll watch a Ted Talk by Eduardo Briceño, speaker and researcher from a company called Mindset Works.

Strategy: Learning Zone and Performance Zones (video)



Strategy: Pair Share

Ask IMs to engage in pair dialogue with the following prompt:

What are some main ideas from the video?

What aspects of learning environments are you considering for your "learning zone?"

After pairs share, ask for comments from the group. Take comments and questions about the video first, then ideas for individuals' learning zones.

Key ideas:

- City Year Learning Environments is a place where we can have a great deal of positive influence.
- To improve as a practitioner, alternate between learning and performance zones. This is a form of continuous improvement.
- ~~G~~rowth mindset is key to improving skill in the work place
- Improve through deliberate practice
- Crafting learning environments is a skill that can improve over time
- If you feel you're always in the performance zone, you can still reflect as you go to make incremental changes.

Learning Environments for ACMs (20 minutes)

Purpose: For IMs to consider ways they've developed learning environments for ACMs, and to consider improvements

Outcome: Reflections and next steps for ACM learning environments

Continuous Improvement

Learning Environments for ACMs

Examples:

- Team Time/Team Meetings
- First and Final Circle
- The City Year room
- Planning Time
- L&D Sessions

Process:

Learning Environments for ACMs

Examples:

- Team Time/Team Meetings
- First and Final Circle
- The City Year room
- Planning Time
- L&D Sessions

Process:

1. Selected a learning environment and drafted activities and strategies
2. Assessed Clover balance within an element, and across elements
3. Revised plans to enhance balance

Transition: First we'll focus our skill for crafting positive learning environments for our AmeriCorps members, then we'll focus on students.

Strategy: Lecturette

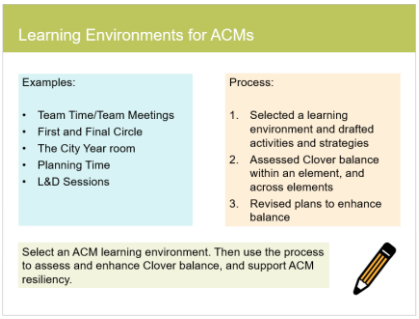
**Slide is animated to offer examples of ACM learning environments, and then review the processed used to draft learning environment plans in the Opening Meeting.*

Here are some examples of learning environments for ACMs:

- Team Time/Team Meetings
- First and Final Circle
- The City Year room
- Planning Time

The process we've been using to craft positive learning environments has a few steps:

1. After picking a learning environment, we drafted activities or strategies for each of the 5 elements
2. Then we assessed Clover balance within each element, and across all elements
    a. We do this because Clover balance builds and support resiliency, and helps us build trauma-informed environments that support people through waves of stress present in our environment.
3. After assessing balance within and across the elements, we revise the learning environment to enhance the balance



Transition: With that process in mind, we'll focus on just one of the learning environments for our ACMs during this meeting. Afterward, you're invited to repeat this process for as many ACM learning environments as you need.

Strategy: Individual Work

Invite participants to complete the process using a planning template.

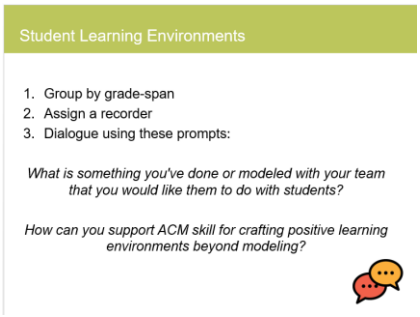
If there's time, ask participants to pair share.

Consider having IMs bring these plans to an upcoming 1:1 with their Impact Director.

Learning Environments for Students (15 minutes)

Purpose: For IMs to consider ways they can model learning environments for ACMs, and to identify ways to support ACMs with learning environments for students.

Outcome: Reflections and next steps for supporting ACMs skill for crafting positive learning environments



Transition: ACMs learn and work in environments we craft. Students learn and work in environments crafted by ACMs. Now we'll think about ways to support ACMs skill for crafting positive learning environments.

Strategy: Grade-span Dialogue

Ask participants to group by grade span. Invite them to dialogue with the prompts below. Have them assign a recorder to capture strategies as they go.

What is something you've done or modeled with your team that you would like them to do with students?

How can you support ACM skill for crafting positive learning environments beyond modeling?

If there's time, have groups select one strategy for the second prompt to share out.

Close (5-10 minutues)

Purpose: To empower IMs to plan confidently, experiment to learn, and make space to reflect.

Craft a close to the session that meets the unique needs of this group.

CY Learning Environments

IM CLOVER PRACTICES

5 Elements of Positive Learning Environments

Predictable Procedures/Routines

One element of a positive learning environment is predictable procedures and routines. First and final circles are an example that AmeriCorps members would be familiar with. Predictable and repeatable routines for getting snack in after-school programming are an example for students. A student's routine at the beginning of class to get settled, take out their notebook and work on the assigned warm up is an example from the classroom. An example from home life might be getting ready for work in roughly the same way each day. When well-crafted and understood by all, this predictability allows people to move through the day with ease.

Explicit Rules/Expectations

Another element of positive learning environments is explicit rules and expectations. Establishing and reinforcing the expectations for punctuality for first circle with ACMs is one example. When all teammates know what time to arrive, know the consequences for lateness, and understand how these explicit expectations support the team, they contribute to a strong start to service. Setting and reinforcing classroom rules in the after-school program or in a classroom are examples for students. They key here is ensuring everyone understands what the expectation is and knows why it's important for the group. It's also important to reinforce the expectation as needed.

Anyone who has been part of a team that's chronically late or consistently violates group norms can understand the importance of this element.

Relationships

Relationships are another important element of positive learning environments. One definition of relationships is:

The way in which two or more people are connected, or the state of being connected

Relationships serve as the connective glue between people, and tending to positive relationships ensures we treat each other with respect. Connection to others also brings joy and understanding to the group. Imagine going through the challenges of service or learning something difficult if you didn't feel respected or connected to those around you.

Relationships can be built and maintained in both formal and informal ways. On the informal side, it's easy to check in with students to ask how their day has been as they line up and wait to enter a classroom. Similarly, a causal conversation with the team before a meeting builds rapport and connection. A formal way to build relationships might be to plan and facilitate activities that build relationships within a group.

Organization of Physical Space

This element refers to physical aspects of the learning environment. There are a number of factors that contribute to the physical environment. Some include:

- Furniture and an arrangement that fosters connection and productivity
- Space to store things, keeping the environment tidy
- Lighting that allows for work to be done comfortably
- The ability to ensure it's not too hot or cold
- Quiet and isolation from distractions

While all of these factors contribute to the ability to learn, collaborate and connect, they are sometimes out of our control. When this is the case, it's helpful to focus on factors within your locus of control and ensure the other four elements of positive learning environments make up for challenges with physical space. You can also attempt to improve physical space by working with a school partner, though this often takes time.

Emotional Safety

In *Your Brain at Work*, David Rock explores the social needs of the brain in the workplace. Here's an excerpt that explores the benefits of emotional safety:

> "Think about what it feels like when you interact with someone who makes you notice what's good about yourself, who is clear with their expectations, who lets you make decisions, who connects with you on a human level, and who treats you fairly."

The brain is wired to detect threat in ways that impact learning and interactions in the workplace. Rock proposes that some of the basic organizing principles of the brain are to:

- Minimize danger that create "away responses," such as anxiety, sadness, and fear.
- Maximize "toward responses" of curiosity, happiness, and contentment.

When people are under stress or detect emotional threat, a shift occurs in the brain from the higher-level prefrontal cortex functions of understanding, deciding and recalling to the reflexive fight or flight response in the limbic system. When developing learning environments, the goal is to ensure the physical environment and interactions between people are safe and support the hard work of learning.


CITY YEAR

CY LEARNING ENVIRONMENTS CONTINUOUS IMPROVEMENT MEETING

IM Clover Practices

Outcomes

- A review of the 5 elements of positive learning environments, and a process for building Clover-informed spaces
- A shared understanding of the benefits of “continuous improvement”
- Reflections and next steps for ACM learning environments
- Reflections and next steps to support ACMs skill for crafting positive learning environments

Agenda

- Opening
- Reviewing Clover-Informed Learning Environments
- Continuous Improvement
- Learning Environments for ACMs
- Learning Environments for Students
- Close

Focused Reading

1. Silently and independently review the elements of positive learning environments
2. Mark the text as you review:
   - A check mark for things your team currently does
   - An exclamation point for things you'd like to improve
   - A question mark for ideas needing clarification

**Remember to consider learning environments for both ACMs and students*

Pair Share

What are your check marks, exclamation points and questions?

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space
- Emotional Safety

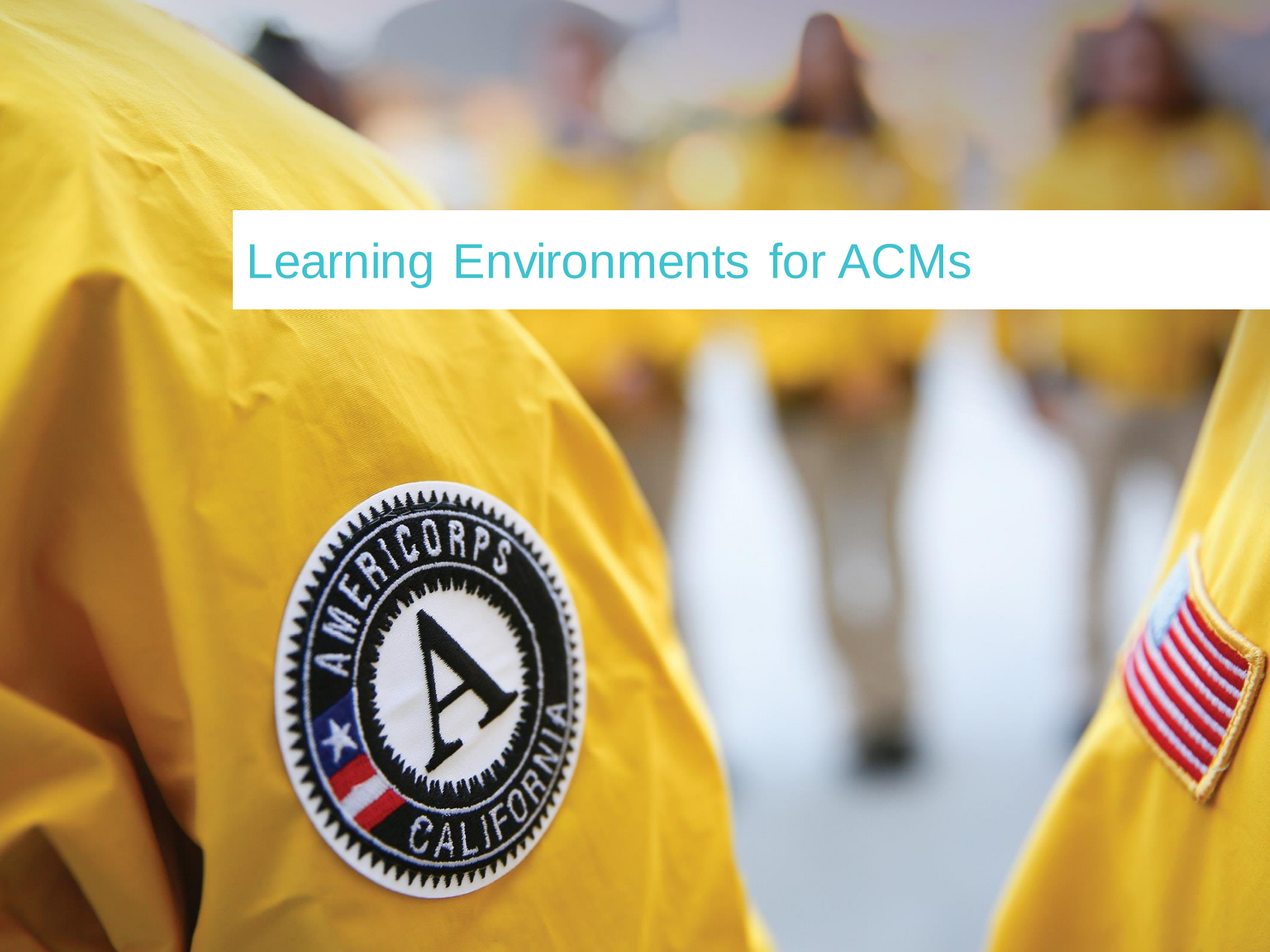
Continuous Improvement

Pair Share

What are some of Briceño's key ideas from the video?

What aspects of learning environments are you considering for your "learning zone?"

Learning Environments for ACMs



Learning Environments for ACMs

Examples:

- Team Time/Team Meetings
- First and Final Circle
- The City Year Room
- Planning Time
- L&D Sessions

Process:

1. Selected a learning environment and drafted activities and strategies
2. Assessed Clover balance within an element, and across elements
3. Revised plans to enhance balance

Learning Environments for ACMs

Examples:

- Team Time/Team Meetings
- First and Final Circle
- The City Year room
- Planning Time
- L&D Sessions

Process:

1. Selected a learning environment and drafted activities and strategies
2. Assessed Clover balance within an element, and across elements
3. Revised plans to enhance balance

Select an ACM learning environment. Then use the process to assess and enhance Clover balance, and support ACM resiliency.

Learning Environments for Students

Student Learning Environments

1. Group by grade-span
2. Assign a recorder
3. Dialogue using the following prompts:

What is something you've done or modeled with your team that you would like them to do with students?

How can you support ACM skill for crafting positive learning environments beyond modeling?

Close


CITY YEAR

CY LEARNING ENVIRONMENTS OPENING MEETING

IM Clover Practices

Outcomes

- City Year's definition of Culture and Climate, and connections to City Year Learning Environments
- 5 elements of positive learning environments
- Ways IMs can influence Culture and Climate by creating positive learning environments
- Plans for learning environments that support resiliency for ACMs and students
- Site, team and school-specific considerations for positive learning environments

Agenda

- Opening
- Culture, Climate and CY Learning Environments
- 5 Elements of Positive Learning Environments
- Supporting Resiliency with Clover
- What does this mean for my team?
- Close

3 Ways to Consider School Environments

1. Culture
2. Climate
3. City Year Learning Environments

Defining Whole School Culture & Climate

Whole School Culture & Climate describes the behavior and practices (culture) of a school that creates an environment with a satisfying focus (climate) on learning.

School Culture

- What a school does
- Established values, beliefs, history and traditions

School Climate

- How a schools feels
- Behaviors, relationships between students & teachers, and connections to community

Defining Team Culture & Climate

Whole School Culture & Climate describes the behavior and practices (culture) of a school that creates an environment with a satisfying focus (climate) on learning.

Team Culture

- What a team does
- Established values, beliefs, routines and expectations

Team Climate

- How a team feels
- Behaviors, relationships between IM, ACMs & students, and connections to community

CY Learning Environments

- After-School Program
- Tier 2 Interventions
- Morning Greeting
- SEL Coaching
- Team Time/Team Meetings
- First and Final Circle
- The City Year Room

Team Culture and Climate

Team Culture

- What a team does
- Established values, beliefs, routines and behaviors

Team Climate

- How a team feels
- IM, ACM and student connections and relationships

- After-School Program
- Tier 2 Interventions
- Morning Greeting
- SEL Coaching
- Team Time/Team Meetings
- First and Final Circle
- The City Year Room

How do you see Culture and Climate in your chosen CY Learning Environment?

5 Elements of Positive Learning Environments

Elements of Positive Learning Environments

Predictable Routines and Procedures

Examples:

- First and final circles
- Snack process at ASP
- Joys, Ripples and Appreciations

Elements of Positive Learning Environments

Predictable Routines and Procedures

Explicit Rules and Expectations

Examples:

- First circle time
- Shared understanding of consequences for lateness
- Understanding how expectations support the team

Elements of Positive Learning Environments

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships

Definition:

The way in which two or more people are connected, or the state of being connected

Elements of Positive Learning Environments

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space

Factors Include:

- Furniture and an arrangement that fosters connection and productivity
- Space to store things and keep the environment tidy
- Lighting that allows for you to get work done
- Comfortable temperature
- Quiet and isolation from distractions

Elements of Positive Learning Environments

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space
- Emotional Safety

Organizing principles of the brain are to:

- Minimize danger that creates "away responses," such as anxiety, sadness, and fear.
- Maximize "toward responses" of curiosity, happiness, and contentment.

David Rock, 2009

Pair Share

Given your prior experience with learning environments, which of the 5 elements have you considered, and which are new learning?

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space
- Emotional Safety

Supporting ACMs

1. Ensure environments we create for AmeriCorps members model these five elements
2. Support ACMs in developing these environments for students

What are some ways to ensure we model these elements for ACMs?

How might we support ACMs in developing positive learning environments for students?

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space
- Emotional Safety

Supporting Resilience with Clover

Supporting Resilience with Clover

1. Go to your assigned element of learning environments
2. Generate lists of activities and strategies that support your assigned element for ACMs and students
3. At signal, pause to assess Clover balance

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space
- Emotional Safety

Supporting Resilience with Clover

1. Pause to assess Clover balance of the strategies and activities
2. Label each strategy with a corresponding leaf

Supporting Resilience with Clover

What is the Clover balance of your group's ideas?

What Clover leaves are less represented in your group's strategies?

pear

Gallery Walk

1. Tour the posters
2. Contribute ideas for leaves requested by groups
3. Seek activities for your own learning environments

Predictable Routines and Procedures

Explicit Rules and Expectations

Relationships

Organization of Physical Space

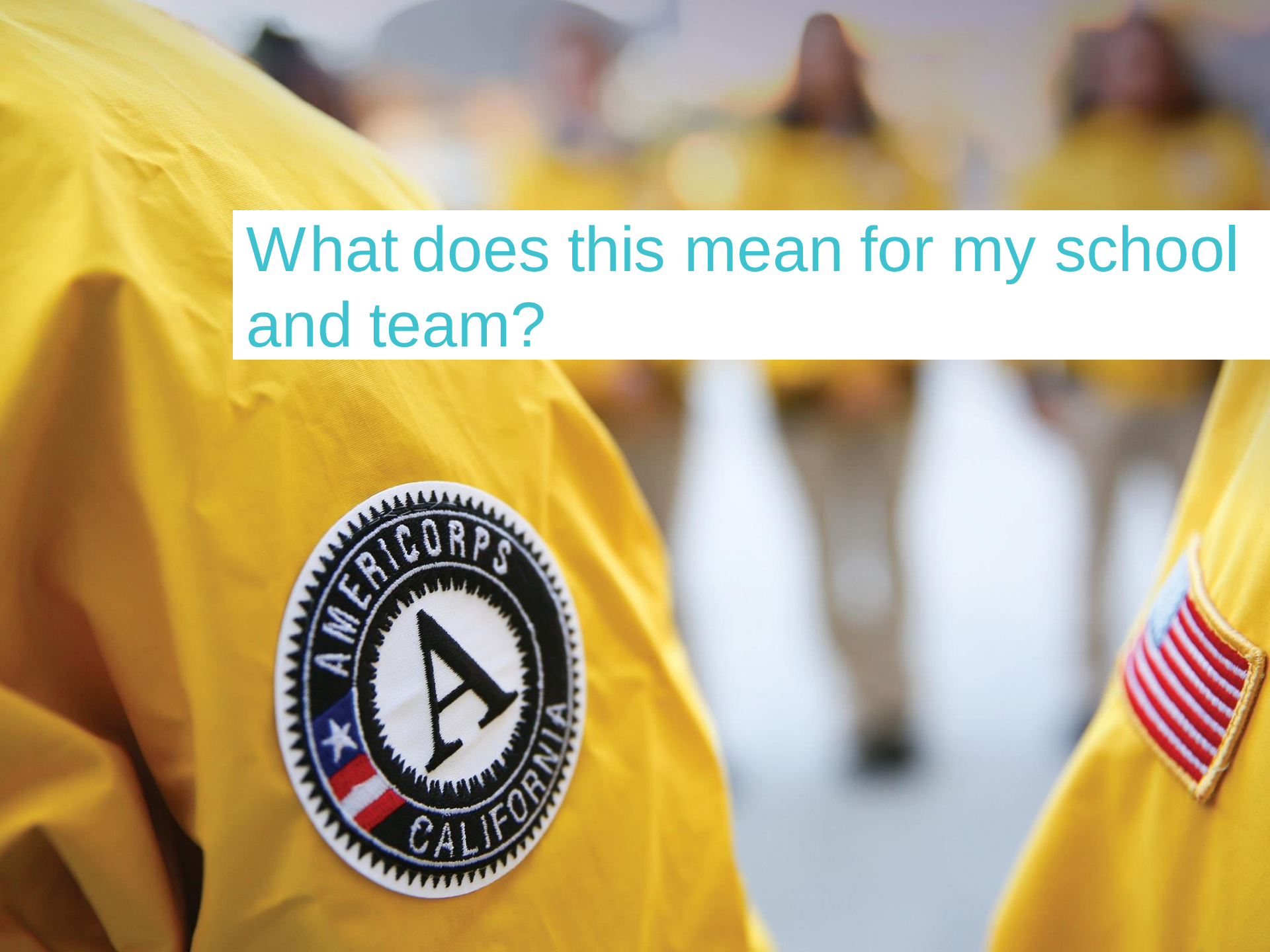
Emotional Safety

Supporting Resilience with Clover

How might the activities and strategies contributed in the gallery walk enhance your assigned element?

Given your review of strategies in the gallery walk, what ideas are you considering for your own learning environments?

- Predictable Routines and Procedures
- Explicit Rules and Expectations
- Relationships
- Organization of Physical Space
- Emotional Safety



What does this mean for my school and team?

Choice Dialogues

Constraints and Limits	Supporting ACMs in developing student learning environments
• Room Size	• Modeling and explaining learning environment features to teams
• Sharing space	• Coaching ACMs to enhance student learning environments
• Collaborating with other service provider	• Observing for trends in ACM engagement with students
What are some mid-term strategies for working within these constrains?	*What are some ways to model, explain, coach and observe?*
What are some long-term strategies for remeding these constraints?	*How might we encourage ACM voice and agency as they develop this skill?*
How might I approach these constraints with an eye for solutions?	*How might an IM support the quality of student learning environments?*

Close