

# Safe and Effective Learning Environment Norms Tool

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Grade Level: 2nd Grade

## Schoolwide Environments

### Physical Environment

### Cultural Environment

Learning Spaces

Sensory Features

Storage & Materials

Schoolwide & Classroom  
Expectations & Organization

Relationship Building

Mindset, Motivation, and  
Engagement

Learning Experiences

## SAFETY

### Schoolwide Spaces (including playground, gym, cafeteria, hallways, and classrooms):

- ☐ Safe & organized
- ☐ Interactive, well organized, and visually appealing wall space

### Classroom Furniture Arrangements & Physical Spaces:

- ☐ Designated large-group, small-group, and individual learning spaces
- ☐ Designated areas where children can go to calm down and use self-regulation strategies
- ☐ Content-specific spaces (for example, independent reading area with classroom library)
- ☐ Storage for student belongings
- ☐ Outdoor learning spaces

### Schoolwide & Classroom Sensory Features:

- ☐ Lighting that is not harsh, does not make distracting sounds (effective suggestions include use of natural or LED lighting, and so on)
- ☐ Good acoustical conditions in all parts of the room as well as positive acoustical strategies
- ☐ Comfortable temperature
- ☐ Accessible, clear visuals
- ☐ Flexible seating to allow students to participate by sitting, standing, or accessing adapted seating options such as stools, exercise balls, wobble chairs, and so on

### Learning Materials and Tools:

- ☐ Materials are organized and easy access for teachers and students
- ☐ Students have choices of provided learning materials
- ☐ Learning tools promote engagement, exploration, and experimentation
- ☐ Learning tools showcase diversity and reflect students' cultural backgrounds in read-alouds, bulletin boards, interactive visuals, and other areas

### Procedures & Routines:

- ☐ Efficient and clear instructions
- ☐ Responsive and flexible daily schedule
- ☐ Transitions maximize instructional time

### Behavioral Expectations:

- ☐ Community created

### Student-Centered Problem Solving:

- ☐ Opportunities for both students and staff to brainstorm solutions
- ☐ Encourage collaborative discussions

### Staff Self-Reflection and Self-Regulation:

- ☐ Scheduled time for staff reflection
- ☐ Staff learning opportunities on the importance of monitoring their own emotional responses

### Intentionally Fostering Positive Relationships Between:

- ☐ Classroom community
- ☐ Teachers and students
- ☐ Students and other students
- ☐ School staff
- ☐ Families and school staff

### Positive Atmosphere:

- ☐ Positive language and actions of school staff and students

### Growth Mindset:

- ☐ Teacher classroom practices and behaviors

### Respect & Values:

- ☐ Involve the ideas and learning of all community members
- ☐ Reflect diversity and inclusion

### Student Voice & Agency:

- ☐ Student-centered learning
- ☐ Students' choice and responsibility in learning
- ☐ Opportunities for students to give constructive feedback to teachers and peers
- ☐ Class and individual student goal setting

### Engagement & Motivation:

- ☐ Effective teacher practices
- ☐ Measuring and monitoring levels of student engagement

### Learning Activities:

- ☐ Differentiated and accessible to all students
- ☐ Reflect on values and cultures of all learners
- ☐ Promote diversity
- ☐ Are rigorous, engaging, and foster critical thinking skills

### Rich Classroom Discourse:

- ☐ Students engage in productive struggle and practice skills of reasoning and justifying; agreeing and disagreeing; and so on within the classroom community

### Teacher-Guided Learning Structures:

- ☐ Whole- and small-group guided instruction (for example, workshop model)

- ☐ Guided play

### Student Learning Structures:

- ☐ Individual independent learning
- ☐ Cooperative learning (working with a partner or in a group)
- ☐ Student-directed activities (student choice, play)

REPRODUCIBLE

Schoolwide Environment Norms						
Grade-Level Team Classroom Environment Norms						