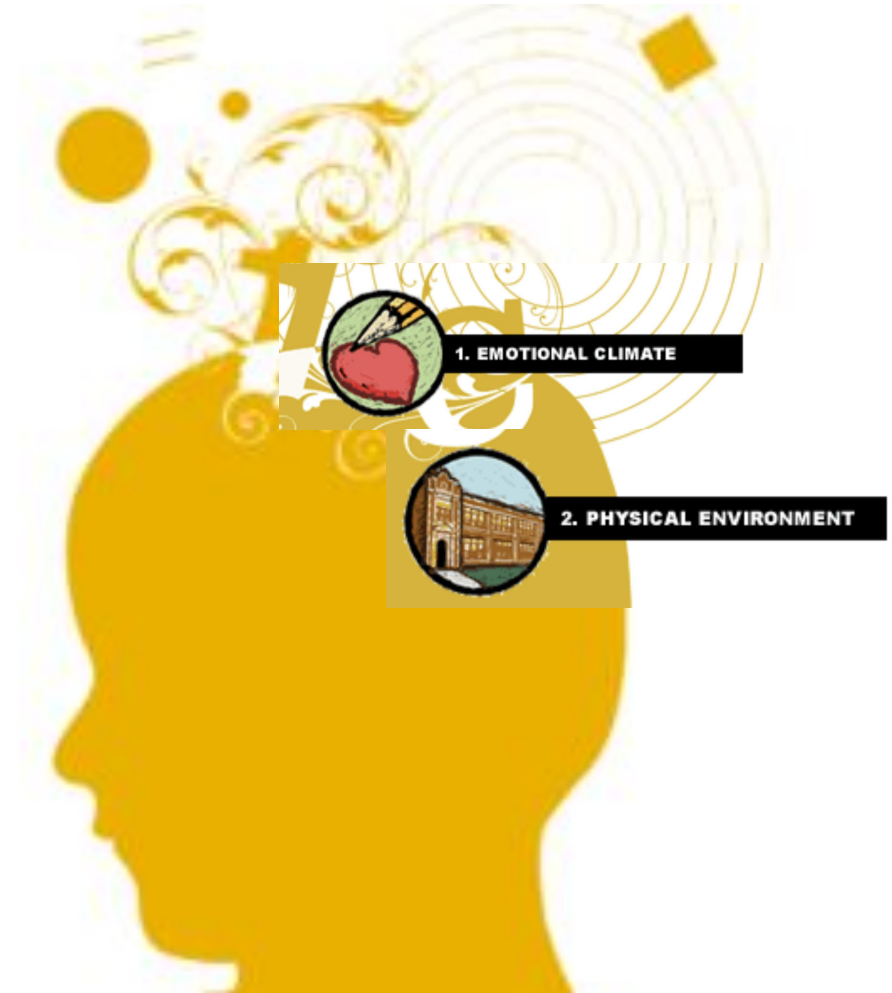


# Brain Target Teaching #2: Physical Learning Environment



# Diverse Representation of Subjects/Topics/Communities



- Be intentional about the images you use for materials, and try to find alternatives to cisgendered, white, able bodied, heteronormative subjects.
- Recognize and Honor Historical figures and anniversaries, but do NOT limit diverse representation to months celebrating particular heritages/communities
- Display examples of work and accomplishments contributed by your students
- Make sure communication with families and students are in their primary language when possible or provide additional supports for accessibility
- Seek feedback and engagement from families to accurately reflect the makeup and topics that are relevant to the student population

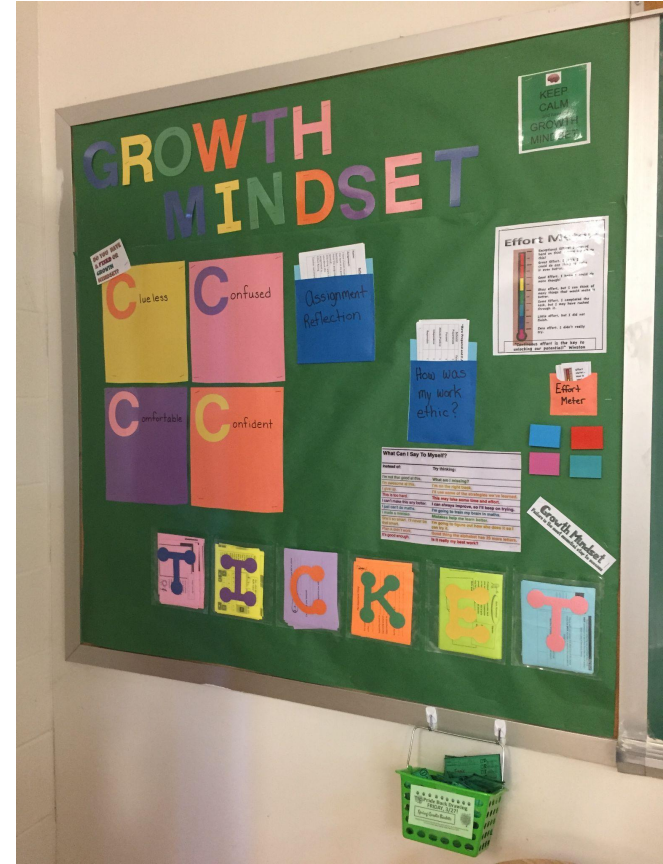
## If Space/Resource Access Allows....

- Natural Lighting or variable levels of lighting instead of the LED/overhead lights
- Reading Nook or designated Break time corner with comfortable seating away from the rest of the instructional activity
- Sensory friendly tools and materials (fidget bins)
- Subtle scent diffusers or humidifier and plants for improved air quality
- Access or Opportunity to go Outside for instruction as appropriate
- Easy to Navigate layout for differences in mobility and safety



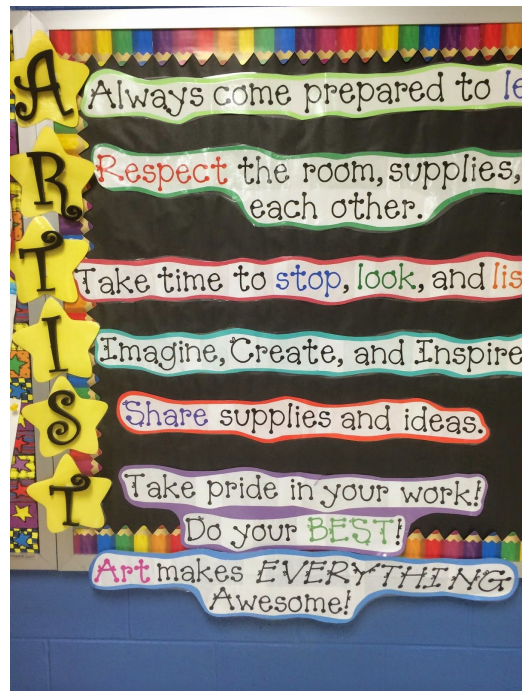
# Growth Mindset Board

- Premade Templates or Sentence Starters for Exit Tickets or Warm Ups
- Dry Erase boards for Formative Assessment of previously taught content
- Reframed sentences or phrases that encourage growth mindset instead of fixed thinking
  - Instead of “I’ll never get this” try “Just because I don’t understand yet doesn’t mean I won’t”
- Parking Lot/ Temperature Gauge of Understanding and post it storage



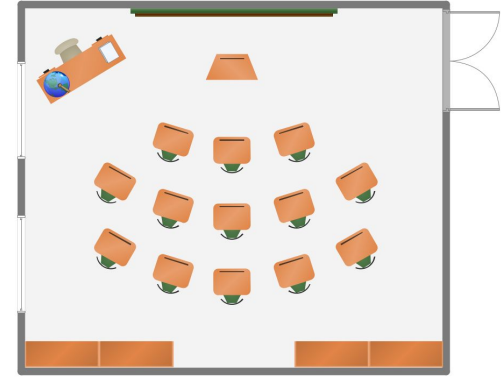
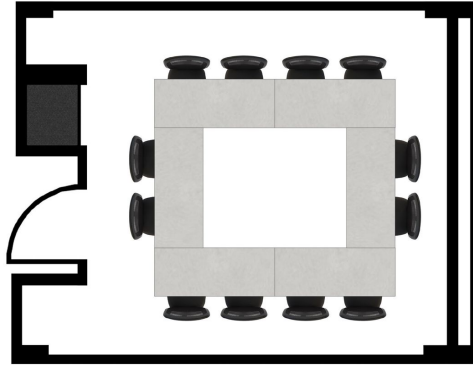
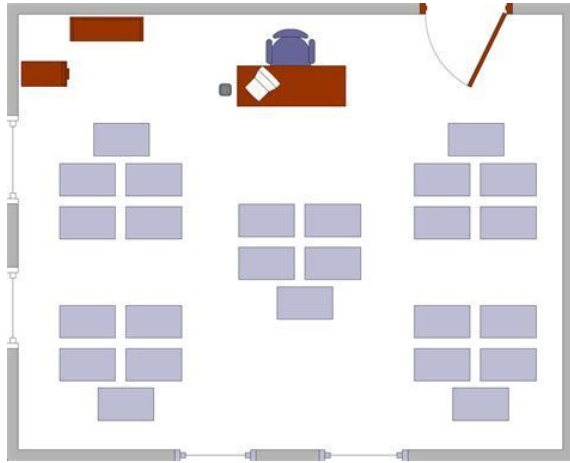
# Community Agreements

- Community Agreements are the norms identified, discussed, and agreed upon by all members of the class.
- Unlike rules, they're developed through collaboration and honest communication and are equally established by all parties of the classroom.
- Can include how strategies for confronting conflict, respecting identities and values, general procedures for routines, mission statements, disclaimers, etc.
- Beneficial ensuring students have shared investment in the classrooms dynamic.
  - Example: if an issue arises, rather than the teacher correcting from an authoritarian role, the students can help redirect one another by reminding and holding one another accountable for the agreements that were collectively made.



# Flexible Seating Charts

- Frequently changing and flexible seating charts conducive for varying levels of engagement
- Helpful for heterogeneous grouping arrangements
- “Tomorrow we will be using Seating Chart 3”





Your baggage is yours alone to hold/carry. No one else is expected to be responsible for holding, carrying, or being accountable for the baggage that you bring into the space.