

PROJECT PLACE C3

SHARED TEACHER RESOURCES

Saturday, Sept. 12, 2020

CRIO P ELEMENT: CLASSROOM RELATIONSHIPS

The teacher demonstrates an ethic of care (e.g. equitable relationships, bonding)

The teacher communicates high expectations for all students

The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations

Students work together productively



KELLY MANLEY
5TH GRADE
CLASSROOM RELATIONSHIPS
MORNING MEETINGS

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MORNING MEETING

WITH

MRS. MANLEY

Engagement

Respect

Positive Interactions with Peers

Class-wide Participation

Student-Led

Family Atmosphere

Love



KATELYN MCFARLAND
5TH GRADE
CLASSROOM RELATIONSHIPS
6-WORD MEMOIRS

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Mrs. McFarland's Memoir

NEEDS ROUTINE, COFFEE, LAUGHS, AND
POSITIVITY.



**Why is it
annoying to eat
next to basketball
players?**

They dribble all the time.

Think Positive, Be Positive

Be Positive, Become Positive

Positivity Begets Positivity

**Surround yourself with positive
people and positivity will course
through your veins.**





MORNING MEETING

Samantha Arnold

5th Grade

Classroom Relationships

<https://drive.google.com/file/d/1EP8IO-QHw4HJej6OAJUnVX6PV34POfCy/view?usp=sharing>

Kala Damron

6th Grade

Classroom Relationships

All About Me Project

https://drive.google.com/file/d/16qQx49DhKsvoU2xCGIC7dg8hlu4_WcPs/view?usp=sharing

You will create an “All About Me” presentation

Purpose: to illustrate who you are to share with others



MEME

Find or [make a Meme](#) that reveals something about who you are, what you like (or are obsessed with) or even what you don't like. Explain the connection.

Delete this slide once you finish your presentation.

No one tells you how stressful teaching can be...and sometimes kids think you're old but you're only 31. Haha!

MORNING MEETINGS

(In my case, Afternoon Meetings☺)

Morning Meetings were not a thing that I began at the beginning of the year. I focused on my students' critical consciousness the first half of the year. They learned so much about recycling and how to advocate for their community! They did not always get along with one another, though.

As the year went on, I could see that some students may just never see eye to eye. I. WAS. WRONG. I just had not found an activity that could bring us ALL together *yet!* This specific page in *80 Morning Meetings* changed our classroom dynamic for the rest of our time spent together. We learned about each other's triumphs and struggles and it helped students understand each other on a new level!

TAYLOR CAIN
1ST GRADE
MORNING MEETINGS

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CRIOP ELEMENT: FAMILY COLLABORATION

The teacher establishes genuine partnerships (equitable relationships) with parents/caregivers

The teacher reaches out to meet parents in positive, non-traditional ways

The teacher encourages parent/family involvement

The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning



STEPHANIE MARTIN KINDERGARTEN FAMILY COLLABORATION ACTIVITIES

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Creekside Reading Night

McDonalds Teacher Night

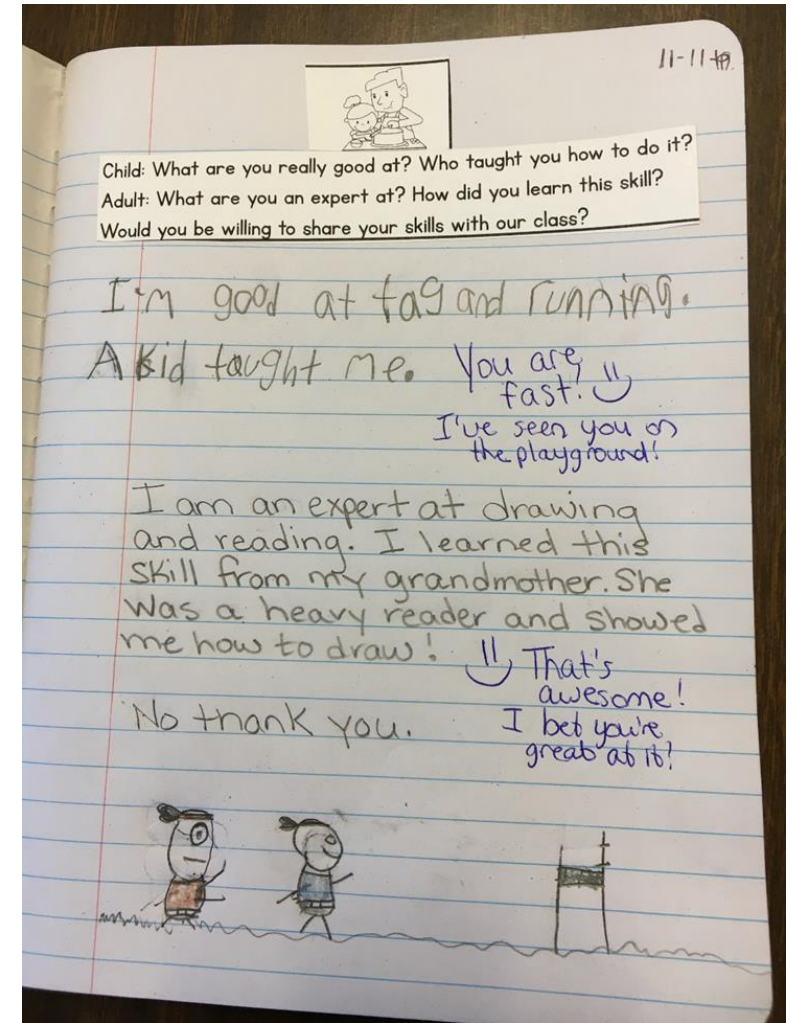


Fall Pumpkin Carving



TABITHA CHISM
2ND GRADE
FAMILY
COLLABORATION
STUDENT JOURNALS

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CRIOP ELEMENT: INSTRUCTION

Instruction is contextualized in students' lives, experiences, and individual abilities

Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning

The teacher focuses on developing students' academic language

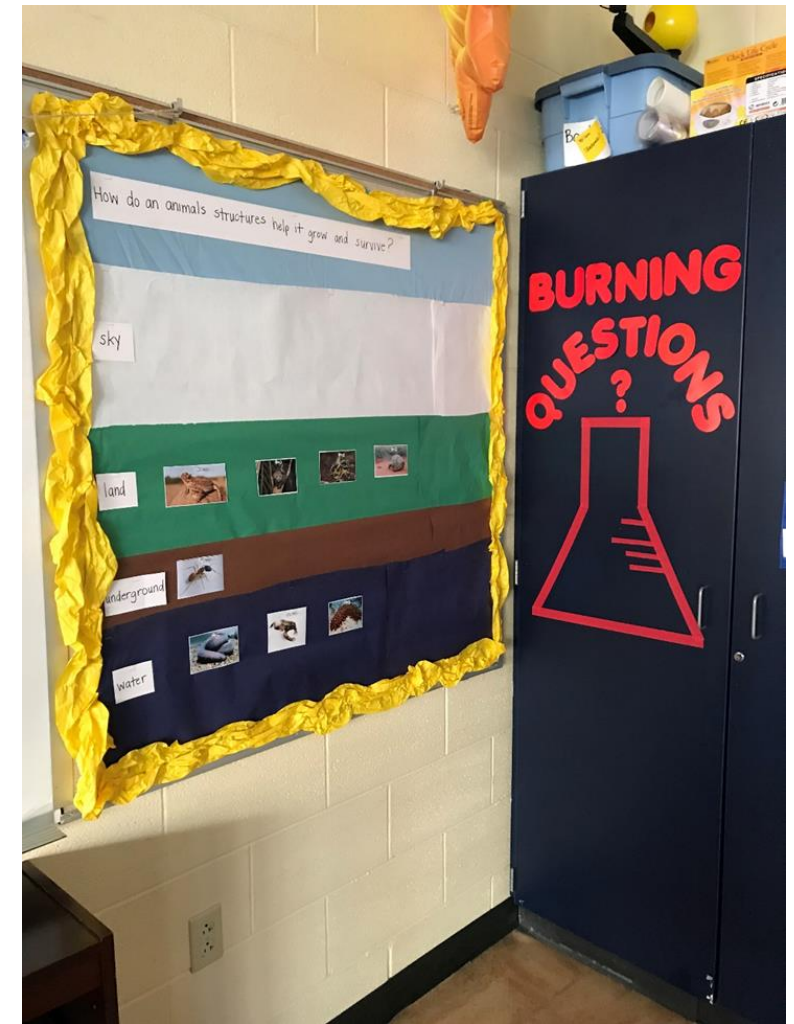
The teacher uses instructional techniques that scaffold student learning

Students have choices based upon their experiences, interests, and strengths



DANIELLE WILSON 4TH GRADE SCIENCE INSTRUCTION GVM

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Brain Day

Project Place

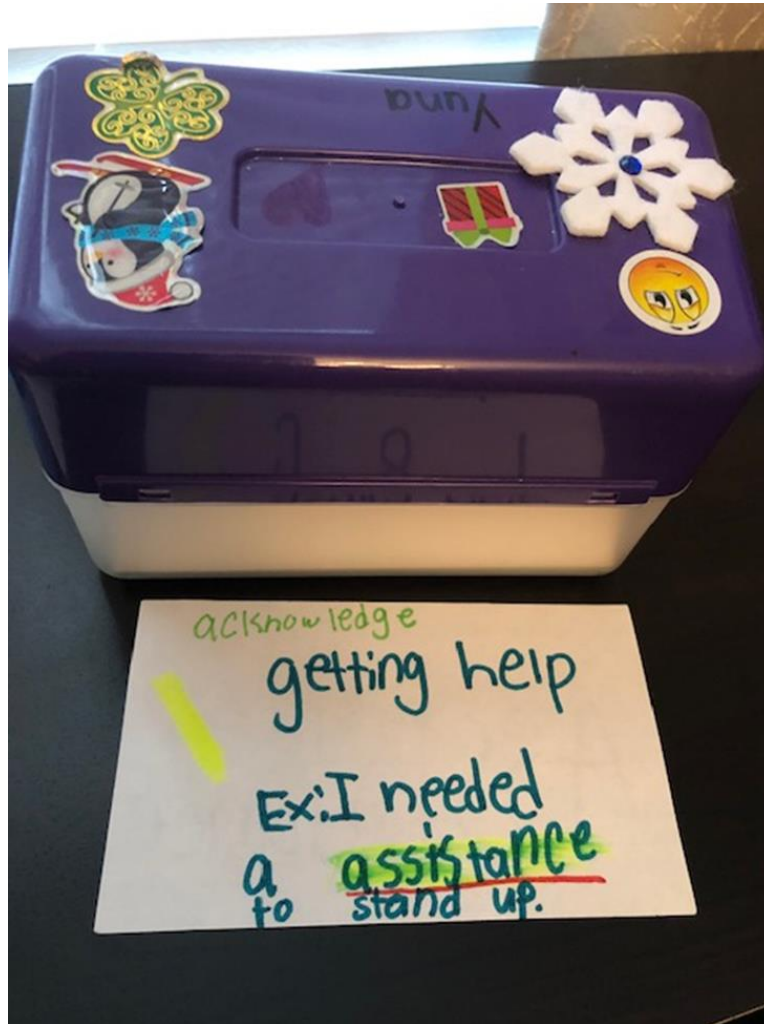
Jenna Lyon
4th Grade
Instruction
Structures and Functions
Science Unit

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Instruction

SHEILA COCHRAN 3RD, 4TH, & 5TH ESL INSTRUCTION VOCAB BOX

https://drive.google.com/file/d/11_8JVHJJWNTNLNTDSK0F0Z7QMWZKQ04Z/view?usp=sharing



CRIOP ELEMENT: ASSESSMENT

Formative assessment practices are used that provide information throughout the lesson on individual student understanding

Students are able to demonstrate their learning in a variety of ways

Authentic assessments are used frequently to determine students' competence in both language and content

Students have opportunities to self-assess.





Junko Tabei was an amazing mountaineer. She was born in 1939 in Japan. One amazing accomplishment is that she was the first woman to climb the "7 summit." Another accomplishment was that she was the first woman to climb Mt. Everest. An interesting fact about Junko is she is the 36th person to climb Mt. Everest. Another fun fact is she climbed to the summit of Mt. Kilimanjaro, Mt. Aconcagua and Mt. Elbrus. She died in 2011 because of cancer. Even when she had cancer she still climbed mountains.



JENNIFER CAUDILL 5TH GRADE RESOURCE READING ASSESSING READING AND WRITING

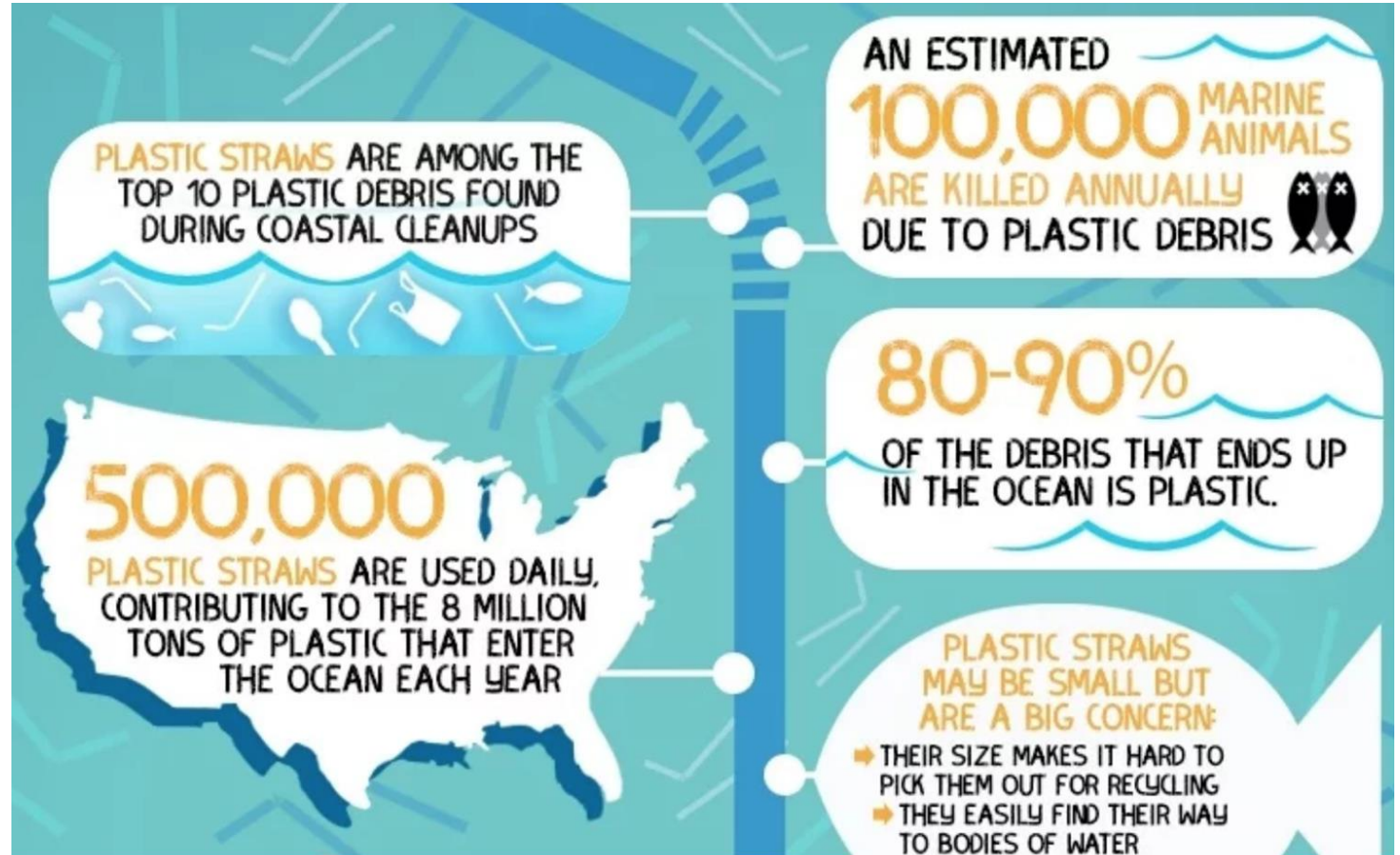
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CRIP ELEMENT: CRITICAL CONSCIOUSNESS

The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school, and community

The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases

The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives

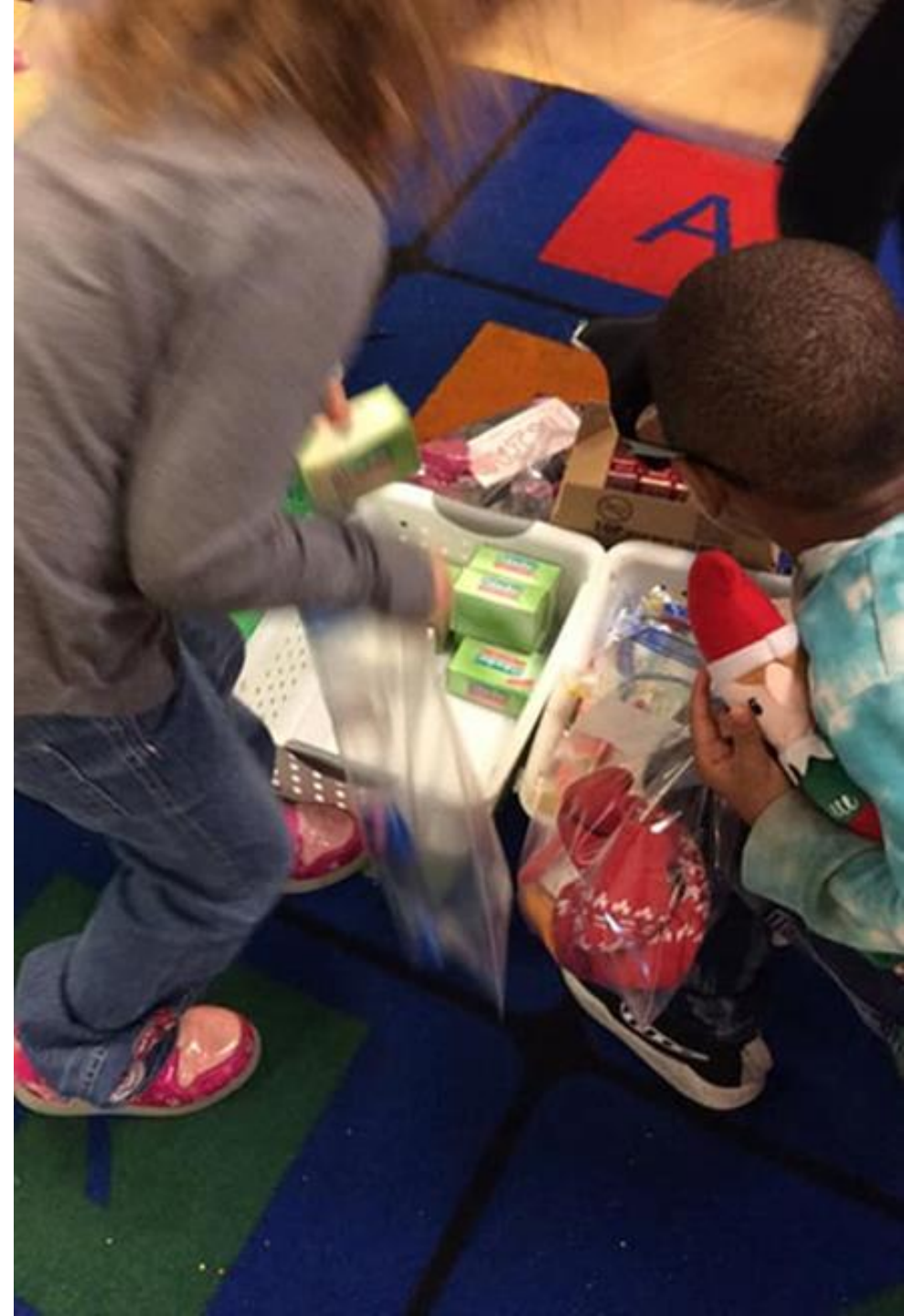


MELISSA COLLINS 1ST GRADE CRITICAL CONSCIOUSNESS KINDNESS PROJECT

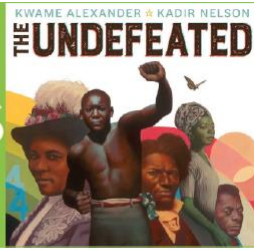
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Practice Implementation-Critical Consciousness Melissa Collins Russell Cave Elementary-Fayette County

One of the practices that I implemented this past school year was critical consciousness. I teach first graders in a small rural school where the majority of our students' first language is not English. Most of our students and their families also live in poverty. Over the past two years, I have seen an increase in our refugee population, mostly from the Congo. I have also seen an increase in students who have experienced trauma in some form. After thinking about our student population, I decided to do a critical consciousness unit on kindness to promote a caring environment in my classroom...

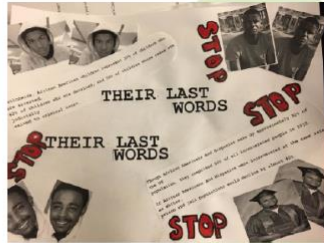


CRITICAL CONSCIOUSNESS



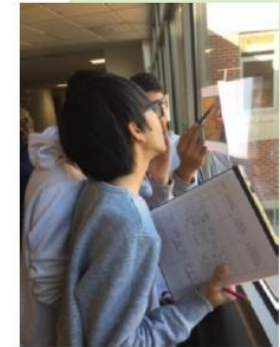
FUNDS OF KNOWLEDGE

STUDENT CHOICE



COLLABORATION

REFLECTION



SOURCE: WWW.REALLYGREATSITE.COM

ANNABETH EDENS 7TH GRADE CRITICAL CONSCIOUSNESS UNDEFEATED UNIT

[HTTPS://DRIVE.GOOGLE.COM/FILE/D/1Wkski5DXkV0S6JTAXkrNOGepsilQ6DWS/view?usp=sharing](https://drive.google.com/file/d/1Wkski5DXkV0S6JTAXkrNOGepsilQ6DWS/view?usp=sharing)

Discourse to guide Critical Consciousness

Candice Schneider

7th ELA @ Royal Spring Middle School in Scott County

https://drive.google.com/file/d/1x0u1LoYM5AkWb-mWPVbUvPXyucO_Vd2v/view?usp=sharing



We wanted to get my students to carry the cognitive lift by talking more!

We began by introducing 7 questions to ask of any text.

Then we expanded by using accountable talk stems.

By the end of the year, my students were presenting on issues they were passionate about with confidence.