



## **Creating a Safe Learning Environment**

### **Brandman University: EDCU 9996 – 3 Semester Hours**

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Safe Learning Environment - Syllabus

EDCU 9996

3 credits

Course Description: This course offers strategies on how to create a safe learning environment in the classroom. Conversely, this course also states what to avoid by showing ways in which a feeling of safety can be ruined. Based on the principle that students cannot learn if they do not feel safe, this course provides educators with a variety of methods for designing an environment that promotes positivity, safety, and comfort so student learning is more likely to take place.

### Learning Objectives:

- Students will be able to reflect on their own practices of creating safe learning environments.
- Students will learn strategies to create a safe learning environment as well as what to avoid.
- Students will be able to apply new strategies to create a safe learning environment to help their own students improve learning and achievement.
- Students will develop skills to reflect on & improve their own teaching practices.

### Course Materials:

- Readings:
    - (Required) “Creating Safe Learning Environments” by Nathalie Kees from the book *Teaching Diversity: Challenges and Complexities, Identities and Integrity* edited by William M. Timpson, Silvia Sara Canette, Evelinn Borrayo, and Raymond Yang.
    - (Additional) *20 Tips for Creating a Safe Learning Environment* by Rebecca Alber.
  - Videos:
    - Creating a Positive Learning Environment
    - Creating a Safe Environment in Schools
  - Content Implementation: (You will choose one of the following options.)
    - OPTION 1: Implementation Plan & Implementation Plan Template
    - OPTION 2: Hour Log Template & Hour Log Example
- \*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “Creating Safe Learning Environments” by Nathalie Kees from the book *Teaching Diversity: Challenges and Complexities, Identities and Integrity* edited by William M. Timpson, Silvia Sara Canette, Evelinn Borrayo, and Raymond Yang.
2. In at least 2 pages, explain what a safe learning environment means to you and how you create a safe learning environment for your students. What strategies or practices do you use? When are these practices implemented within the school year? Do you agree with the author’s definition of a safe learning environment described on page 56? Explain.
3. In the reading, fear is said to be one of the main reasons why safety is destroyed in the classroom. In at least 1 page, answer the following questions:
  - a. What are some of your fears as a teacher?
  - b. What fears do you think (or know) your students have?
  - c. How can becoming aware of these fears help you and your students feel safer in the classroom?
4. Watch the following videos:
  - Creating a Positive Learning Environment
  - Creating a Safe Environment in Schools
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. The reading and videos mention several strategies to use to create a safe learning environment. Choose a minimum of 4 of the strategies to implement in your classroom. Use examples from the text and videos to help you.

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing strategies to create a safe learning environment in your classroom with your students. The reading and videos mention several strategies to use to create a safe learning environment. Choose a minimum of

4 of the strategies to implement in your classroom. Use examples from the text and videos to help you.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***
- OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.
- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
    - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
    - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
    - iii. How is this way of teaching the unit different from how you taught the unit in the past?
    - iv. What do you plan to do to support the effectiveness of the methods and strategies?

- v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
- vi. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing a minimum of 4 of the strategies for creating a safe learning environment in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using strategies for creating a safe learning environment on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. What strategies did you implement, and what did they look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
  - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught in the past?
  - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
  - iv. What was challenging or didn't work as well as you would have hoped?
  - v. How would you modify any part of what you implemented to make it more effective in the future?

## Safe Learning Environment - Assignment Plan, Evaluation & Grading

Current Practices Reflection (Written Response Rubric)	X/15 pts
Fear Reflection (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Safe Environment (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Current Practices Reflection & Fear Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to create a safe learning environment. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Strategies for creating a safe learning environment are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect creating a safe learning environment.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect creating a safe learning environment.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include 4 or more strategies from the course geared towards creating a safe learning environment. Student has explained in detail how each strategy was incorporated into the lessons (or possibly another part of the school day). There is also an explanation of how each strategy impacted student learning. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include 3 strategies from the course geared towards creating a safe learning environment. Student has explained how each strategy was incorporated into the lessons (or possibly another part of the school day). There is also an explanation of how each strategy impacted student learning. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed multiple lessons that include 2 strategies from the course geared towards creating a safe learning environment. Student has explained how each strategy was incorporated into the lessons (or possibly another part of the school day). There is also an explanation of how each strategy impacted student learning. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation of the strategies is incomplete and it is unclear how the strategies were implemented and/or how they impacted student learning. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed multiple lessons that include 1 strategy from the course geared towards creating a safe learning environment. Student has somewhat explained how the strategy was incorporated into the lessons. However, the explanation is incomplete, and it is unclear how the strategy was implemented and/or how it impacted student learning. If anything was modified, an explanation of how and why things were modified is incomplete. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed 1 lesson that includes a total of 1 strategy from the course geared towards creating a safe learning environment. There is some explanation about how the strategy was incorporated but very little. There is no explanation of how the strategy impacted student learning. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

## Safe Learning Environment - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

Alber, Rebecca. "20 Tips for Creating a Safe Learning Environment." *Edutopia*, George Lucas Educational Foundation, 6 Aug. 2015, [www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber](http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber).

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Edutopia, director. *Creating a Positive Learning Environment*. YouTube, YouTube, 14 Jan. 2019, [www.youtube.com/watch?v=T9ynlPs\\_NTM](http://www.youtube.com/watch?v=T9ynlPs_NTM).

SanBdoCitySchools, director. *Calm Down Centers: Creating a Safe Classroom Environment for Your Students*. YouTube, YouTube, 11 Oct. 2019, [www.youtube.com/watch?v=DQbuu5ufHyA](http://www.youtube.com/watch?v=DQbuu5ufHyA).

Timpson, William M., et al. *Teaching Diversity: Challenges and Complexities, Identities, and Integrity*. Atwood Pub., 2003.

### Credits for Teachers Policies



*Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!

