

Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped, or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking, and access issues will influence the class?

How many students are there in class?

- 23 Students

Is the course primary, secondary, undergraduate, or graduate level?

- Primary level - pre-kindergarten, all subjects

How long and frequent are the class meetings?

- Class schedule, Monday to Friday, 8:35 a.m. to 4:25 p.m., 187 Days

How will the course be delivered: live, online, blended, flipped, or in a classroom or lab?

- Delivery method: face-to-face classroom with elements of blended learning

What physical elements of the learning environment will affect the class?

- Pre-K Bilingual Schedule

8:35 - 8:50	Announcements / SEL time
8:50 - 9:15	SEL, Oral Language, Calendar
9:15 - 9:20	Transition
9:20 -10:10	Conference

10:10 -10:30	Haggerty and Alphabet Knowledge
10:30 -11:00	Centers / Small Group
11:00 -11:30	Lunch
11:30 -11:45	Language And Communication
11:45 -12:00	Read Aloud
12:00 -12:40	Centers / Small Group
12:40 -1:10	Recess
1:10 - 1:30	Snack and Rest
1:30 - 1:50	ELD Block
1:50 - 2:10	Math
2:10 - 2:25	Science
2:25 - 3:00	Centers / Small Group
3:00 - 3:15	Emergent Writing
3:15 - 3:45	Centers /Small Group
3:45 - 4:10	Social Studies
4:10 - 4:25	Dismissal Time

- Six tables of students are arranged in 6 groups of 4 students.
- Teacher Desk Areas
- Carpet in front of the intelligent board where complete group lessons are done on the phonics wall.
- The classroom library is located under the bright stepping stone.
- The drama center allows children to participate in playful and digital activities that respond to various themes of the unit.

What technology, networking, and access issues will influence the class?

- 23 Chromebooks for each child in the preschool class.
- Chromebook Charging Stations
- Headphones and reliable internet connections

2. General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by the school, district, university, college, and department? The profession? Society?

What learning expectations are placed on this course or curriculum by the school, district, university, college, and department?

Based on Cleveland ISD learning expectations, this course aims to improve phonics language development in preschool children. To achieve this goal, Benchmark Education and CLI Engage are working together to enhance preschoolers' language development using phonics language development. CLI Engage provides tools and professional support to improve the quality of Texas early care and education programs. Data collection is crucial for CLI Engage to develop practical strategies to improve early childhood education experiences. Cleveland ISD uses the Spanish and Phonics Preschool Curriculum created by Benchmark Education, which offers digital and print materials that meet the needs of bilingual education. Studies have shown that combining Benchmark Education and CLI Engage resources positively impacts preschoolers' biliteracy levels and academic performance, resulting in better preparation for current and future challenges.

The profession?

Cleveland ISD Career Education collaborates with Benchmark Education to improve preschoolers' phonetic language development through its Spanish and Phonics Preschool Curriculum. This partnership focuses on raising the quality of early bilingual education in Texas, using CLI Engage to ensure regular assessment of student progress. Studies have shown improved literacy and academic achievement, preparing children for future challenges.

Society?

Cleveland ISD Education Campus supports the partnership between Benchmark Education and the CLI Engage program. It benefits young children and schools and has a positive impact on society. This collaboration provides a solid foundation for children's future academic and personal success while enhancing their phonics-language

development. It prepares them to face the challenges of an increasingly diverse and global world. In a multicultural society like ours, promoting bilingual education and improving students' language skills contributes to forming competent citizens. This benefits individuals and society by promoting diversity and cultural understanding. Ultimately, these educational initiatives can have a long-term positive impact on society. They contribute to the education and development of future generations.

3. Nature of the Subject

Is this subject mainly theoretical, practical, or a combination of both? Is the subject primarily convergent or divergent? Are essential changes or controversies occurring within the field?

Is this subject mainly theoretical, practical, or a combination of both?

The topic covers both theoretical and practical aspects. It aims to develop a flexible preschool curriculum that combines conventional and technological resources, theoretical understanding, and practical applications with a forward-thinking approach. The ultimate goal is transforming preschool education by fostering genuine experiences and promoting phonics language proficiency in young learners. The curriculum takes a nontraditional approach by questioning established methods and following innovative curriculum design guidelines.

Is the subject primarily convergent or divergent?

The divergent approach to phonetic language development in preschool children involves using strategies and methodologies different from conventional teaching methods. Instead of following a single pre-established line, this approach encourages exploration, experimentation, and creativity in the teaching process. It aims to promote the individuality of each child, recognizing that not all children learn in the same way and that there are many resources available for the development of phonetic language.

By enhancing the divergent approach, teachers can help children explore and discover the world of phonetic language in an active and participatory way. Children are encouraged to ask questions, seek creative solutions to problems, and collaborate with their peers on learning projects. This approach also opens up opportunities to innovate in teaching, encouraging teachers to look for new techniques and tools that may be more effective for different types of students.

Are essential changes or controversies occurring within the field?

The interest that other teachers at my institution have shown in my rotation system is a positive sign that reflects a significant change in how education focuses on developing phonics-related skills in preschool children.

This recognition suggests that innovative pedagogical approaches have become more acceptable and respected, as they have proven effective in improving children's learning during this crucial stage of their development. Furthermore, it indicates a significant shift towards collaboration between educators in our organization to exchange best practices and adopt strategies that foster a rich and compelling teaching environment for all students. This change in perception and practice for teaching in preschool environments continuously improves early training and incorporates essential skills for preschool children.

4. Characteristics of the Learners

What is the learners' life situation (e.g., socio-economic, cultural, personal, family, and professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

What is the learners' life situation (e.g., socio-economic, cultural, personal, family, and professional goals)?

Cleveland ISD students come from diverse socioeconomic and cultural backgrounds. Some may come from families with limited incomes, which can result in economic and social issues such as poverty, unemployment, and food insecurity. These problems may also affect their access to educational resources, adequate healthcare, or other necessary community services.

The community of Cleveland ISD is characterized by various cultures, traditions, languages, and cultural experiences among students and their families. This diversity can enhance the learning environment and create challenges regarding intercultural understanding and adaptation.

On a personal level, students may face various emotional difficulties, such as anxiety, depression, or stress, which can negatively impact their academic performance and overall well-being. Additionally, students may have personal aspirations and goals, such as developing artistic or leadership skills.

Family dynamics among students can also be diverse. There are households where both parents work, single-parent households, and extended families where young people may have additional family responsibilities, such as caring for younger siblings or helping with household chores, which can affect their availability for study and extracurricular activities.

Regarding career goals, some students have clear ideas about pursuing careers based on their talents and interests. However, other students may face uncertainty about their professional future as they approach adulthood. Nonetheless, despite their situations, many students in Cleveland ISD are motivated by their desire to receive a quality education that will prepare them to face all the opportunities offered to them in their personal and professional lives.

What prior knowledge, experiences, and initial feelings do students usually have about this subject?

The Cleveland ISD faces several unique challenges compared to each student's home situation. These students' families often face economic and social difficulties, as well as a variety of personal experiences and diverse cultural traditions. As a teacher, your initial feelings toward these challenges may range from frustration and worry to motivation and hope, reflecting a wide range of emotions related to your professional goals or how your daily life unfolds.

What are their learning goals and expectations?

Cleveland ISD students have diverse learning goals and expectations, which are influenced by factors such as their economic, cultural, personal, family, and business aspirations.

Academic goals, students can expect personal growth and development. They will learn and improve their communication, teamwork, and problem-solving abilities. The ultimate goal of these efforts is to increase students' self-confidence and self-esteem. Additionally, students can contribute more to their communities and become positive role models.

It is essential to recognize that students define their learning objectives and expectations. As educators, it is crucial to support and appreciate these various goals throughout the educational process.

5. Characteristics of the Teacher

What beliefs and values does the teacher have about teaching and learning? What is their attitude toward the subject? Students? What level of knowledge or familiarity does s/he have with this subject? What are their strengths in teaching?

What beliefs and values does the teacher have about teaching and learning?

Teacher Deve strongly believes in creating rich and dynamic learning environments for preschool children, focusing on phonetic language development. Her ambitious and challenging goal of developing a novel and adapted curriculum reflects her belief that every child deserves a quality education that meets individual needs and her commitment to innovation and continuous improvement. As a teacher, you must emphasize careful planning and attention to detail in the educational process, which you achieve by studying planning guidelines and following a design approach.

He also believes in the value of interactive and active exploration as drivers of language development and meaningful learning. His emphasis on collaboration and curiosity indicates that collaborative learning and curiosity play a vital role in fostering a love of lifelong learning. The teacher must create dynamic, student-centered learning environments that foster each child's creativity, curiosity, and passion for lifelong learning.

What is your attitude towards the subject?

As a preschool teacher, I have extensive knowledge of phonetic language development, which allows me to implement effective strategies in the classroom. I excel at teaching phonics due to my solid understanding of the different stages of language development

in young children. Additionally, I can customize my teaching methods to meet the unique needs of each student. I use an innovative approach combining traditional and technological resources to create dynamic, student-centered learning environments encouraging active participation and meaningful progress. My emphasis on collaboration and curiosity as crucial learning drivers reflects my belief in interactive learning and active exploration. I am committed to leading this student-centered approach and promoting phonics language development in my preschool.

Students?

"I am passionate about creating dynamic learning environments for preschool children focusing on phonics and language development. My goal is to innovate and improve education continually, and I follow a blended learning design approach through a rotation system to achieve this. I value interactive exploration, collaboration, and curiosity, as they are essential to fostering a love of lifelong learning. With my knowledge of phonetic language development, I adapt strategies to meet the unique needs of each student, integrating traditional and technological resources to create engaging learning experiences. My approach focuses on the student, encouraging active participation in their phonetic language development through meaningful learning."

What level of knowledge or familiarity does s/he have with this subject?

I have extensive knowledge and experience in developing phonetic language and creating dynamic preschool learning environments. I am dedicated to innovation and constantly strive to improve education. I carefully plan each lesson with interactive exploration and curiosity in mind, recognizing that a love for learning should last a lifetime. My teaching philosophy is based on tailoring strategies to meet the unique needs of each student. I blend traditional teaching resources with internet-based tools to achieve this, ensuring maximum engagement and significant progress in phonetic competitions.

What are their strengths in teaching?

I deeply understand phonetic language development and use this knowledge to create a unique learning environment where students can thrive and benefit greatly. I believe in cultivating innovation and strive to refine my teaching methods with detailed plans and considered designs. My teaching style emphasizes open cooperation, fosters goodwill, and stimulates curiosity, which helps students maintain a lifelong love of learning. I have extensive experience in phonetic language and use it to create learning methods. Individualized teaching that meets the needs of each student. It is based on the principle of active learning and encourages students to participate in class actively, resulting in deeper appreciation and more profound learning experiences.

References

*Learning environment & Situational factors adopted from: by L. Dee Fink,(2003)
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