

Visual Markers of a Daystar Classroom

The physical classroom at Daystar is to be carefully curated as part of the curriculum. The classroom should be stocked with materials for purposeful engagement, and any decor representative of current student learning. Classrooms that are used regularly for more than one academic purpose must leave literal and imaginative space for its range of academic content.

The classroom should encourage students to become inquirers and collaborators and should therefore be set up in order to allow students to move easily between small group, whole group and individual learning activities. The classroom should reflect Daystar's constructivist philosophy with teacher spaces reflecting their role as learning guide vs. dispatcher of information.

Classrooms should be student-friendly, engaging and orderly. Items should be added as a unit progresses and deconstructed as a unit ends, keeping in place only those items that are helpful to tell the "history" of this year's class or are helpful for use in year-long learning. In general doors are propped open as part of a welcoming learning environment.

Everything posted or displayed in a Daystar classroom has a clearly defined purpose related to designated content and student learning. **Please do not post items on the bulletin board or other student-facing spaces in the classroom that are not directly related to the content and student learning.**

General Guidelines

- ★ Maintain a clean and inviting learning environment and personal work space.
- ★ Be mindful of building equipment from ceiling to carpet, walls, cubbies and bulletin boards, tables, desks, student supplies, and technology. As you set up and utilize your work or classroom space, consider the future impact.
- ★ Please do not put food in classroom trash bins. Food trash can be placed in the kitchen(s), Staff Depot, or trash bins in the GP or Commons marked specifically for food.
- ★ Please do not remove furniture from your room. If you would like to remove a piece of furniture or have a request for furniture, please check in with your direct supervisor.
- ★ Decorating guidelines:
 - Pushpins, staples, washi or painters tape can be used to secure items to walls.
 - Items can not be hung from the ceiling, and all furniture/storage/items must leave an 18 inch clearance from the ceiling per fire code.
 - Decorating with tape:
 - Scotch tape, packing tape and 3M stickers will pull paint off walls - please do not use these on walls, these are better used on wood and laminate surfaces.
 - Gaffer tape is the only tape that can be used on the carpet and flooring. It is expensive and designed for this purpose; it should not be used for common projects such as labeling boxes and crates. Please ask the office staff for gaffer tape if needed.
 - Duct tape is very strong, sticky and usually permanent; it is kept in the office for this reason to be used sparingly.
 - Tape residue should be removed immediately after an item is taken down.
 - Bulletin boards:
 - Please check with your direct supervisor on which hallway bulletin board is designated for your classroom.
 - All bulletin board decorations must stay within the frame of the board.
- ★ Any displays in common areas (anywhere other than your assigned hallway bulletin board) must be approved by your direct supervisor prior to posting.
- ★ Maintenance issues can be reported to Slack-#building-maintenance

The following (pedagogical) items should be evident in any Daystar classroom, preK-12th:

- ★ Daystar faith strands poster--easily viewable and accessible
- ★ [Daystar mission/vision](#) (has IB mission statement on it also)
- ★ Classroom essential agreements (preK-8th)--created during the first weeks of school
- ★ Learner Profile traits ([ideas in MYP Drive](#))([ideas in PYP Teacher Resources](#))
 - Could be student created definitions and examples
 - MS/HS--Could pertain to your subject area (how LP traits are shown in science, art, etc)
 - Living example of learning, reflection, and connection making, daily.
- ★ Learning target for the day's lessons/activity should be visible (white board, screen--but remain visible if you switch screens!) This could be posted near info about your current unit, just updated daily (as applicable.) [View this doc for more info about learning targets.](#)
- ★ Student work:
 - Keep current and updated regularly as the year progresses.
 - Some student work could be kept up as a "historical record" as applicable for that specific class/group
 - Evidence of ongoing learning process as well as final products that show exemplary student work
 - Represents a range of learning styles and approaches
 - Student reflections related to work
 - Balance of student and teacher selected pieces
 - Evidence of higher level thinking skills ([Bloom's Taxonomy](#))
 - Documentation of individual and collaborative inquiry
- ★ Class/student goals and reflections--early in year, hopes and dreams
- ★ Monthly Calendar with events listed for school year and student birthdays

PYP specific (preK-5th) PYP Teacher Resources

- ★ Current PYP Unit information:
 - Unit of Inquiry Information and student Evidence of Understanding, posted
 - Central Idea
 - [Approaches to Learning](#) being taught in this unit
 - Example of Inquiry in 4 facets
 - Lines of Inquiry (no less than 3, no more than 4)
 - Action being taken/Action Project/[Action](#) or [Inquiry Cycle](#)
 - [Key Concepts](#)
 - Student Inquiry Questions developed in connection with the current unit
 - Biblical Integration: Note connection with which of the 5 Faith Development Strands at Daystar; Poster should be visible by students and all members of the classroom.
 - Global Contexts and Connections to Current Unit of Inquiry
- ★ Essential Agreements for Tech, grades 3-5
 - Developed with students, posted
- ★ Transdisciplinary Daily Schedule
 - A daily schedule that identifies the sequence of the day and that is
 - connected to the transdisciplinary theme and disciplines, and displays when extensions or other student centered activities will happen.
- ★ At least 1 Globe and 1 World Map

Middle School (6th-8th)

- ★ Current MYP Unit information:
 - Unit Information posted ([Example](#))
 - Statement of Inquiry
 - Global context
 - Inquiry questions (factual, conceptual, debatable)
 - Approaches to learning being taught in this unit
 - The Faith integration strand(s) for that unit
 - Resources in classroom related to the unit and readily accessible to students
- ★ Current DP unit information
- ★ [MYP Key Concepts specific to your subject area](#)
- ★ [Command terms](#) that would be helpful to post
- ★ [Global contexts](#) if applicable/helpful
- ★ [Approaches to Learning Skills](#)- research, thinking, social, communication, self-management
- ★ MS classrooms--sign showing what your assignments should look like before turning in. ([example](#))
- ★ In MS HR classes--Schedule for the day
- ★ Unless shared electronically, that day's schedule for the block.
- ★ Room schedule (MS/HS)
- ★ [Formative/summative assessment poster\(s\)](#)

As always, please speak with your direct supervisor if you have questions about any of the expectations.

High School (9th-12th)

- ★ Current MYP Unit information:
 - Unit Information posted ([Example](#))
 - Statement of Inquiry
 - Global context
 - Inquiry questions (factual, conceptual, debatable)
 - Approaches to learning being taught in this unit
 - The Faith integration strand(s) for that unit
 - Resources in classroom related to the unit and readily accessible to students
- ★ Current DP unit information
- ★ [MYP Key Concepts specific to your subject area](#)
- ★ [Command terms](#) that would be helpful to post
- ★ [Learner Profile traits](#)
- ★ [Global contexts](#) if applicable/helpful
- ★ [Approaches to Learning Skills](#)- research, thinking, social, communication, self-management
- ★ Room schedule (HS)
- ★ [Formative/summative assessment poster\(s\)](#)

As always, please speak with your direct supervisor if you have questions about any of the expectations.