

Education Residential Learning Community

Purpose:

The Education Residential Learning Community (ERLC) will enhance the educational experience of the residents living on the floor by providing a co-curriculum that builds off of and compliments the Education curricula. We will introduce some additional topics specific to residential living and work to bridge the gap between residential life and The Teachers College.

Learning Outcomes:

Residents of the ERLC will be able to...

- Visually represent themselves as learners and as future teachers.
- Describe characteristics of three teaching role models.
- Plan a floor program.
- Interview a current teacher in their area of interest.
- Identify their learning preferences and provide 3 examples of using that preference.
- Discuss privilege and micro-aggressions.

Assessment:

We will be using direct and indirect assessment tools to use throughout the year. They will include both formative and summative assessments collecting both qualitative and quantitative data. These will be created over the summer after activities have been finalized.

Monthly Focus Areas: Each month bulletin boards, floor programs and activities will be designed around a different topic or “Monthly Focus Area.”

August: Getting to Know the Community

September: Impactful Moments

October: Great Teachers in your life

November: Education and Pop Culture

December: Community Events

January: Bullying in Schools

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February: Multiple Intelligences and Learning.

March: Technology in the Classroom.

April: Diversity, Privilege and Micro-Aggressions.

May: Ending the Year Right.

Faculty Floor Adoption: Faculty will have the option of “adopting” one of the floors each month. They could do so individually or as groups and would be able to eat lunch/dinner with the residents, plan or attend programs and host ‘fireside’ chats on any topic they chose. The level of interaction and time commitment involved in “adopting” a floor would be up to that faculty member. This can range from attending one event as a participant to planning and running an entire program. Faculty members do not have to “adopt” the floor for a month to participate in any of the events.

Fireside chats: Faculty will have the opportunity to plan a fireside chat. The topics could range from anything related to monthly floor themes to interests or hobbies outside of education. The purpose of the fireside chats is to facilitate relationship building through informal interaction between faculty and residents. They would help students see their faculty as people beyond the subject area they teach.

Floor Meetings: Every month Resident Assistants have floor meetings to address community issues, communicate information about upcoming events, community teambuilding, and recognition, and to allow residents the opportunity to share about their culture. There are monthly outlines for Resident Assistants to follow. In addition to the standard floor meeting outlines the ERLC floors will occasionally have additional activities.

Student Planned Programs: Each month residents will be asked to plan a program for the floor. These programs can range from social events to bringing in outside offices. Residents are

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encouraged to work in groups and will work with the Resident Assistant and Community Mentor to plan the event.

Bulletin Boards: Resident Assistants plan and create a bulletin board each month to inform, challenge thinking, develop pride or skill sets, and facilitate reflection. The Resident Assistant in conjunction with their Complex Coordinator chooses specific bulletin board topics based on their community's needs. Some month's bulletin boards are pre-chosen for the ERLC as a part of the curriculum.

August: *Getting to know the community. The start of any community is focused on residents getting to know each other and build community on their floor. This will involve icebreakers and lower risk team building activities to build comfort and familiarity while identifying common factors within the group.*

Bulletin Board:

- The bulletin board will focus on one of the following topics and be chosen by the Resident Assistant.
 - 'Where are we from?' interactive board where residents indicate their hometown on a map and write a few interesting things about themselves.
 - College resource board showcasing both campus resources and tips for a successful year.
 - Other topic approved by the Complex Coordinator aimed at community building.

First Floor Meeting during Opening Weekend

- At the beginning of the meeting, each student will write their name, why they are interested in education, what area they want to go into, one thing they are nervous about for the upcoming year and one thing they are excited for on a paper plate. They will take turns introducing themselves using their paper plate. At the end of the meeting they will give their plate to the Resident Assistant who will compile all of the information and write them down on a poster for the lounge.

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- Resident Assistants will explain what the ERLC is and provide a brief overview of the floor experience. The Learning Outcomes will be posted throughout the floor and will be reviewed.
- The Resident Assistant will lead the residents through setting floor expectations and norms for handling conflicts. They will clarify their role on the floor and their goals.
- Residents will be introduced to the Roommate Agreement and the timeline for completing it. The Resident Assistant will hand out the discussion questions and agreement form.
- The Community Mentor will help the Resident Assistant lead an icebreaker for the floor.

Week One

- The floor will be asked to bring their favorite games to the lounge for a floor game night. This event will be informal to help bring the community together. By bringing their favorite games people will either be exposed to a new game or connect with someone else who enjoys similar games.

Week Two

- The Resident Assistant will meet with each roommate pair to collect their roommate agreement and will help any roommates who have not completed their roommate agreement.

Week Three

- Residents will invite members of the faculty to eat lunch with them in the Union. The purpose of this lunch will be to interact with faculty outside of the classroom. The Resident Assistant will provide table tents with discussion prompts aimed at facilitating relationship building. The Office of Residence Life will provide up to 3 meals for faculty use if necessary.

September: *Impactful Moments. Residents are still getting to know each other and developing meaningful relationships. To continue this process we will take a deeper approach by identifying moments that have impacted who they are as an individual and future teacher.*

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Floor Meeting in Week One

- In addition to standard floor meeting agenda items the Resident Assistant will introduce the topic of Impactful Moments by first sharing three moments that impacted them. They will then have the residents draw a personal timeline and identify 5-7 moments that they would identify as having impacted who they are as individuals. Residents will then pair up and share their timeline with their partner. The Resident Assistant will ask for any volunteers to share 1-2 moments from their timelines with the entire floor. These timelines will then be posted in the floor lobby.

Week Three

- Residents will have the opportunity to decorate a rubber duck. They will decorate the duck to represent moments and people that influenced why they chose education. Residents will have the opportunity to share how they decorated their ducks and what the different things mean.

October: *Great Teachers in your life. Residents examine the great teachers in their own lives to better grasp the motivation and beliefs that drove them toward education.*

Bulletin Board

- Using an interactive bulletin board, students will identify the names and subject areas of their favorite teachers.

Week One

- Staff will organize a trip to visit the National Teachers Hall Of Fame and an informal dinner with Faculty.

Week Two

- Residents will have a cookie baking night and discuss their favorite and least favorite teachers. The Resident Assistant will lead a discussion on what about those teachers made them our favorites or least favorite. What was it about their teaching styles, personalities, classroom management etc. that made them successful in the classroom?

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- Residents will write the characteristics of their greatest teachers on paper bricks and use them to build a ‘foundation of impactful teaching’ on the wall in the lounge.

Week Four

- The Resident Assistant will take the bulletin board down and bring the names of favorite teachers to a floor game night. They will show the “Thank a Teacher Video” on YouTube and each resident will be asked to hand-write a thank you note to a favorite teacher which will be mailed by the Office of Residential Life.

November: *Education and Pop Culture. Media and popular culture play a huge role in shaping society. Education and teachers are a popular subject in Hollywood. We will be looking at the messages, beliefs and overall impact these movies have on the teaching profession by watching and discussing films.*

Bulletin Board

- There will be a bulletin board showcasing fun-facts and the true stories behind popular movies or TV shows depicting education. It will include an interactive piece where residents can list their favorite movies or TV shows involving education.

Popcorn and Movie Series

- Each week residents will be able to watch a popular movie involving education. The Resident Assistant will provide popcorn and lead a post-movie discussion using a discussion guide.

Week One

- **Movie #1:** *Bad Teacher*. The discussion will focus on the messages in the film regarding ‘bad teachers’, why this movie was a popular comedy and whom do we identify with and why?

Week Two

- **Movie #2:** *Lean on Me*. The discussion will focus on inspiration in the classroom, underperforming students, and the role that educators play in the lives of their students. They will also discuss the real life inspiration for the movie.

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Week Three

- **Movie #3: *School of Rock*.** The discussion will focus on the value of arts education, if the movie portrays teaching as a job anyone can do without training, and the idea of being passionate about what you teach.

Week Four

- **Movie #4: *Chalk*.** The discussion will focus on the idea of mockumentaries and documentaries, the messages this movie portrays about Student/Teacher relationships and Teacher/Administrator relationships, what truths if any we see in this film and what lessons we can take away from this.

December: *Community events. With finals approaching, closing events for the floor community will focus on fun and de-stressing.*

Floor Meeting in Week One

- In addition to the standard floor meeting agenda items the Resident Assistant will ask residents to submit digital pictures of the floor community from the fall semester. The Resident Assistant will take them to get printed.

Week Two

- Residents will come together for an evening program with cookies and milk where they will decorate the lounge with the printed pictures they submitted and share their favorite moments from the fall semester. They will each write a memory or thing about the floor on a snowflake to go up on the wall. Faculty will be invited to this event.

February: *Bullying in schools. Teachers play a unique role in setting norms around bullying and being able to spot bullying and step in. This month will focus on the problem bullying presents and what initiatives are in place around the country to set up a culture of care and bystander empowerment.*

Bulletin Board

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- The bulletin board will include two interactive parts. The first half will allow residents to share what they enjoyed most about their break and the second half will allow residents to share what they are most excited about for the upcoming semester.

Floor Meeting in Week One

- Residents will be introduced to the topic of bullying through a guest speaker and by watching YouTube clips that feature bullying in the news or in documentaries.
- As a group residents will shout out words about the effects of bullying. These words will be written on a life-size outline of a person. Once the group has all of the words on the person they will come up one-by-one and tear the part of the person with the word off. This will end with the paper person being reduced to a small misshapen chunk of paper.
- Staff will process activities and videos.
- Residents will end the meeting with a team builder.

Week Two

- Residents will watch the movie *Bang Bang You're Dead* and discuss the topic of bullying. The Counseling Center will be mentioned as a resource as bullying is an emotional topic.
- A member of Residential Life professional staff will process the movie using a discussion guide focusing on the effects of bullying on individuals, and on school and classroom culture.

Week Three

- Residents will be asked to bring examples from YouTube of reactions to bullying and initiatives aimed at addressing bullying in schools.
- They will show their videos and talk about effective ways to address bullying.

Week Four

- Residents will watch the film *Bully* and be encouraged to write letters to congress or school officials about the importance of anti-bullying programs.
- The Resident Assistant will put up envelopes throughout the floor with paper rocks in them and explain they are for recognizing each other. Residents will be able to write nice

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things about other residents and why they “rock” and put them on their doors. This allows the residents to end a difficult month by bringing positivity to their community.

March: *Multiple Intelligences and learning. Partnering with the Student Advising Center, we will look at study skills, multiple intelligences and learning. By helping residents better understand how they learn they will be better able to understand how others learn.*

Week One

- Residents will be asked to take the Learning Styles Assessment and Study Skills Inventory on the Student Advising Center Website and bring their results to a floor meeting in week three.

Week Two

- The Student Advising Center will be asked to come and do group processing of the Learning Styles Assessment and Study Skills Inventory.
- Residents will be asked to look at their study habits and share tips and tricks they have learned.

Week Four

- The Resident Assistant will put up a paper refrigerator for residents to put up their good grades from papers and tests on.

April: *Diversity, Privilege and Micro-Aggressions. Society is ever evolving and education is an area where we see changing demographics, but also a catalyst for change. We will delve into the concepts of privilege and micro-aggressions from a societal standpoint and how they affect classroom dynamics.*

Bulletin Board:

- The bulletin board will follow one of the following topics:
- Present two different identity development models and include a well-known fictional character from a TV show or movie, and indicate the multiple aspects of their identity.
- Introduce the concept of micro-aggressions using Maura Cullen’s *35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap*.

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- Another topic related to diversity, privilege or micro-aggressions approved by the Complex Coordinator.

Floor Meeting in Week One

- The Resident Assistant will start the floor meeting off by leading the floor through setting ground rules for the meeting.
- Residents will be able to ask questions and make comments anonymously through Poll Everywhere. Staff will be the only ones able to see the questions and will be able to address them as they come up, at the end of the meeting, or if they require a more complex response they will prepare them for a later meeting. Residents will also be encouraged to ask questions and make comments out loud.
- A member of Residential Life Professional Staff will use activities from the National Coalition Building Institute to lead discussions on diversity, privilege and stereotypes.
- Staff will discuss the idea of identities, both hidden and visible. The staff will share their multiple identities. They will choose 2 of their identity groups and share a pride point of belonging to that group and a challenge of belonging to that group for each. Residents will be able to ask questions of that person by texting them in to Poll Everywhere. A few student leaders on the floor will be identified beforehand and given some questions to ask to encourage other students to take part in asking questions.
- Residents will be asked to draw the outline of a person on a piece of paper and will decorate that person according to identity groups they belong to. They will have the opportunity to share identity groups that they belong to.

Week Two

- The ground rules from the floor meeting will be reviewed and any that need to be added.
- Staff will lead residents through a circle activity where residents will be read a series of statements and have the opportunity to self-identify if they choose to with each statement by taking a step forward. There will be a list of pre-determined questions beginning as

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fun or low-risk and increasing in seriousness as the activity continues. Residents will then be able to make their own statements as long as the statement applies to them.

- Staff will process the circle activity with the residents.

Week Three

- Residents will watch *Micro-Aggressions in Everyday Life* on YouTube and discuss the video.
- Residents will then watch examples of micro-aggressions on YouTube and discuss the message of the video and the role of comedy as a defense mechanism and educational tool.
- After the videos, residents will write down common micro-aggressions they have heard and put them into a bowl. They will break into smaller groups and each person will choose a micro-aggression. As a group they will come up with a way to address the situation including how to be a responsible bystander and how to react if it was said about or to them.

May: Ending the year right. Almost as significant as how you begin the year, how you end the year is important to the community teachers build in their classrooms. The end of each year is both a time for celebration and a time for reflection. By modeling ways to bring closure to a community, residents will learn practices they can use in the classroom.

Bulletin Board:

- The bulletin board will include closing details on one half. The other half will have an interactive closure-based activity chosen by the Resident Assistant and Community Mentor.

Week One:

- The Resident Assistant will work with a group of residents to plan reflective activities and a closing recognition and celebration event for the end of the year.