**Chapter Four: The Learning Environment in a Differentiated Classroom**

**An Evolving Community of Learners**

**Positive Group Work**

**Welcoming Classroom**

**Collaboration**

**Students Feel Safe**

**Mutual Respect**

**\* Respect for Students \* Introduces the “New Fairness”**

**\*Teaches for Success \* Continually Coach**

**\*Expectation of Growth \* Flexibility**

Sarah Robinson

 The soil represents the responsibilities of the teacher to instill in the classroom. It is up to the teacher to add fertilizer to the soil, which will then allow the tree to fully grow and flourish.

 When the teacher has provided the necessary environment, and the students are responsive, then the tree will grow strong branches. The branches represent the qualities of a classroom that develop over time, given a strong foundation that was designed by the teacher, and effort from the students.

 Once the tree is healthy and blooming, it can support a nest. In this case, once the classroom has the necessary tools and has begun to flourish, thanks to student responsiveness, then the classroom as a whole will become an evolving community of learners.

 Finally, the learning environment in a differentiated classroom has the capacity to shine bright, like the sun.