# Plan for Managing the Learning Environment

1. **Classroom Culture and Climate:** Write a reflection on what you think constitutes a positive classroom climate. List 3-5 strategies that you would like to try in your own classroom. The strategies should rely on professional learning communities and address the physical, social, and emotional needs of the whole child.

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| **Classroom Culture and Climate** |
| **Reflection: Students and Teachers need to conform their environment to the needs of the class. This means that a set amount of norms must be agreed upon by the teacher and students. It is important that students take leadership roles in their own learning experiences and the teacher is responsible for making these experiences fruitful, available, and retained for the students.**  **Strategies for Positive Classroom Climate**   * The role of the teacher is to facilitate learning. * Students must proactively participate in their own learning experiences through leading other students through sometimes difficult content * The classroom is a capsule of safety, where any student can feel free to express ANY idea without the fear of judgement or recourse from inside or outside the classroom. * EVERYONE must bring a positive attitude to the classroom |
| **Strategies or Modifications for Virtual Learning Environment**  Similar rules apply with the addition of staying focused to in class subjects and discussions and reducing off screen distractions. |

1. **Classroom Norms and Behavior Expectations:** Classroom norms are the foundation of a safe, engaging, and student-centered learning environment. List 3-5 clear, concise, and positively framed norms and expectations that will guide the learning environment.
   1. Universal and Simple: Focus on some themes or big ideas that might include respect and integrity. Do not include every possible rule or policy you might need; rather generate a few overarching norms that encompass many rules.
   2. Positive: Norms are positive statements about what students and teachers do in order to learn and collaborate effectively. Avoid negative norms (i.e. “Do not…” “No…”).
   3. Collaborative: Involve your students in developing and discussing norms and expectations. This allows them to contribute and gives ownership of the class.

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| **Classroom Norms and Behavior Expectations** |
| * Voluntary participation is a must, to the point it becomes involuntary * Be prepared with the reading materials for in class discussions * Know how to ask questions that generate socratic discussions * Respect others who differ from your own opinions or arguments * Constructive criticism and comments are required of all |
| **Strategies or Modifications for the Virtual Learning Environment**  SAME applies |

1. **Routines and Procedures:** Clear and consistent routines and procedures assist teachers in managing their learning environment effectively. List out your top 3-5 routines and procedures that you would implement in your own classroom. Following a routine lets students know what to expect each day in class. While moving away from the routine periodically can be effective for special days, doing it often causes students to be unprepared. (Add more rows as needed to the table.) Include modifications that you would make for situations when students don’t adhere to a particular routine or procedure.

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| **Clear Routines and Procedures** | |
| **Situation** | **Steps (and Modifications, if any)** |
| *Entry routines* | * Individualized greetings * Manipulate the classroom to fit the needs of the days instruction ( Lecture, group work, class discussion) * Notes out * Lap tops closed * Questions ready   Modifications: If student arrives late they are to use the back door and try to disturb the class as little as possible. Inform instructor as to reason for lateness during break or after class.  If a student must use the restroom outside of assigned breaks please ask for permission when it does not interrupt class  Electronics must me off and away unless the student has been instructed otherwise. |
| *Example: Exit Routine* | * Reassemble classroom * Return of graded assignments. If questions about the assignment arise please speak to instructor after class or during office hours * Homework clarification * Wish them well, praise for jobs well done * After thoughts   Modifications:  Students who are low performing should check in with the instructor at this time to ensure they are completing assignments correctly, accurately, and on time.  \*Students who have a need to leave early due to medical reasons should do so without disrupting class.  \* Special event announcements should be made after instruction period |
| **Routines for the Online Classroom:** | |
| **Beginning of class** | Arrive five minutes early to the meeting time.  Make sure desk is clear of anything not class related  Feel free to eat and drink as long as we cannot hear it on the microphone.  Microphone should be muted but the camera must remain on to see those wonderful faces.  Modifications:  For those who are hard of hearing ensure that their audi-text software is correctly functioning. Also ensure all instructions are typed at some point  Bathroom breaks are allowed if not excessive. |
| **End of class** | The last five minutes will be allotted for clarification questions  The instructor will remain in the classroom five minutes after to help those with questions.  Have a great day.  Modification: Instructor will help those low performing students with time management and project management at this time. |
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1. **Transitions:** Plan your transitions with a step-by-step process in the table below, and model with students within the first weeks of school. Review and practice these transitions with students after extended breaks, midyear, and anytime you add a new student to your class. Include specific instructions you would use with students with special needs and English language learners.

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| **Transitions** | |
| **Situation** | **Steps** |
| *Example: Whole group to small group Transitions*  *Group Share*  *Large group discussion* | * Please move to your small groups to accomplish tasks xyz (small groups are preassigned throughout the semester and there is a structure the class is supposed to be in)   Modification: If someone is unsure of a group assign them to the group with the least amount of students.   * Two people from each group stand and share what your group has been working on * Let’s form a circle and discuss what we have learned in our small groups. How are they similar how are they different?   Modifications and Adaptations:  \*Students with trouble in large groups can be formed with higher performing students in pairs or smaller groups.  \*Small groups with members that have attention disorders may have more time to organize answers and questions  \*Hard of hearing group members will receive individualized instruction sent through the in-class message board |
| *Bathroom Transitions* | Let’s pause a moment and take this time for a bathroom or water break when we return we will continue xyz.  Upon return do a brief reminder of what we left off with and continue with the lesson. |
| End of day | Pass forward work done and reflection discussion on the days work. ICQ homework instructions  Modifications-  \*Lower performing students need to see instructor after class to check progress on longer term projects.  \* Students with hearing disabilities can clarify instructions that have been written on the message board at this time. |
| **Transitions for the Online Classroom:** | |
| **Lecture-group work** | Instructions on what should be done in group work with a clear timeframe of when group work will end.  Split into groups  MODIFICATIONS  \*Small groups with members that have attention disorders may have more time to organize answers and questions |
| **Transition back to the main class** | Stay strict on time limits but wait for laggers 1-2 minutes. Try not to wait too long otherwise it will encourage people to lag.  Modifications  \*Small groups with members that have attention disorders may have more time to organize answers and questions |

1. **Responding to Traumatic Stress:** Create a data gathering exercise to understand students’ backgrounds and identify if any of them have experienced traumatic stress. Tip: Previous teachers are sometimes a good source of information. Complete the chart below with possible strategies that you would use for specific types of trauma.

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| **Response to Traumatic Stress** | |
| **Trauma Symptoms** | **Response Strategies** |
| *“ Loner” activity, doesn’t like group work but excels in individual group work, problems trusting others (Divorce, LGBTQ)* | Gave students possible work to do instead of group work, had student lead group members, spoke to privately on what she would like to do to accomplish class goals. |
| *Sad, tells instructor they are sad and cannot complete work (Depression away from family)* | Made time for student listened to problems and offered advice. When student mentioned alarming practices the administration was notified, a psychological counselor was called and had a meeting with parents on how to help their child excel at school. Maintains regular psych check ups and has weekly check ins with a staff member he trusts. |
| Makes up excuses as to why problematic behavior is exhibited, problem behavior usually occurs in group work. ( Anxiety, depression, and ADHD) | Student was suggested to see counselor on medication for psychological issues. Sometimes needs separate work instead of group work to succeed. Also needs extra support outside of class including language tutoring. |

1. **Technology Tools:** Technology can improve the way you manage the learning environment by helping save instructional time, track trends in student behavior, create lines of communication with families, and even empower students to take leadership roles. Integrate some technology tools for managing the learning environment in a physical and online classroom into this planning document and explain how you plan to use each.

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| **Management Technology** | |
| **Technology** | **Rationale and Use** |
| *Bloomz* | *Allows for a one stop shop for communication with parents teachers and students. Even has a translation feature. Those not on bloomz would be notified via email of student progress, due dates, behaviors, and even teacher wish lists.* |
| Seesaw | Online video, picture, and audio site that allows classmates to watch each other’s videos and comment on them. Great for language acquisition as well as discussion based projects. |
| **Technology for the Online Classroom:** | |
| Bloomz | AS well as the above this app allows students to track their own learning by making a portfolio of all their work throughout the semester,. I think this would be an awesome online tool that they could fall back on to every class to track their progress. |
| Seesaw | Great for a homework assignment to create their own work and then to go into breakout rooms to discuss different students thoughts on different subject matters. Gives a potency to students voices that sometimes gets lost in digital classrooms. |
| Kahoot | Kahoot is an online platform for quizzes that is great for in class review sessions both online and in the classroom. Students seem to be quite engaged when participating with this tool. One thing I would do, especially online, is have students work in groups to create their own quizzes as homework and then having a review session on those quizzes in class. |
| Freerice.com | Is a UN program that has quizzes of varying levels that challenge students for review. The cool thing is for every question answered correctly the UN collects five grains of rice and donates it to the World Food Organization to help impoverished countries. Fun online warmer and gets students thinking about a broad range of topics |

1. **Communicating With Families:** Use the box below to describe tools that you would use to communicate regularly with families about students’ progress, achievements, or behaviors?

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| **Family Communication** | |
| **Tools for Regular Communication:** What tools will you use to ensure that you regularly communicate students’ progress, achievements, and behaviors to families? | * Email: Contact students’ families with regular information about the students performance in class * Bi semester comments on report cards: Sending home comments specific to each student and how they perform in class * I liked the idea of sending home a sheet of paper and having students have their families fill it out and turning it in. Due to the language barrier I would switch it to an online platform in China called DINGTalk that allows for teacher to parent and teacher to student communication and has translation software. This must be done under school regulations which means a Chinese speaking staff member must be involved. |
| **Reporting Requirements for Suspected Child Abuse:** | There is a process at my school that involves submitting a report of the circumstances directly to the Admissions office, the Vice Principal, and the Academic Director. From there the admissions office investigates further and the Teacher is sideline until needed for questions. The Child’s safety is of the up most importance and this is dealt with seriously and swiftly. |