

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.

Classroom Culture and Climate

Reflection: For me, creating a positive classroom environment starts with passion. I want to set an example for my students that shows how happy I am that they are there. I want to create a space that my students are excited to come to and don't want to leave. This starts by them seeing me as an example of that joy. Each day I will create a routine of greeting my students to let them know that I am glad they are there. It is important that they also know that I am always available to them. I believe in teaching kids to be more self reliant; guiding them to the answers instead of giving them, asking them questions about what they think is right from wrong. I believe that showing my students my passion for their learning and encouraging them to be autonomous and self directing will help them grow with confidence. I also want to strive for my students to be accountable to themselves and others. At the end of the day, I want my students to be well-rounded, kind humans.

Strategies for Positive Classroom Climate

- Greet students individually each day in form they have chosen (can choose hug, high five, or dance) This way they can decide what feels comfortable for them
- Creating classroom rules together and posting them in a prominent place
- Stick to the rules and fairly and consistently execute the consequences
- Making the space colorful and plenty of space to display students' creations
- Create lesson plans that promote collaboration
- Incorporate natural elements like plants, fountain, or a zen garden

Strategies or Modifications for Virtual Learning Environment

- Make the teacher's background into a bright, clean space
- Establish appropriate processes for students to participate in class to prevent chaos and frustration
- Provide students opportunities to share personal objects, pets, etc.
- Use interactive activities like web games and group activities to create fun and promote social connections

2. **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.
 - a. 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.
 - b. 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...”).
 - c. Collaborative: Involve your students in developing and discussing norms and expectations. This allows them to contribute and gives ownership of the class.

Classroom Norms and Behavior Expectations
<ul style="list-style-type: none"> • I will always be respectful with my words and actions • I will use “Oops- moments” as learning opportunities (They help us grow) • I will take responsibility for myself (If I need help, break a rule, etc. - I will own it and make it right) • I will strive to think outside the box (Try new things, experiment with new ideas) • I will do my best (If I am doing my best, I will never disappoint)
Strategies or Modifications for the Virtual Learning Environment <ul style="list-style-type: none"> • I will use the extra time studying from home to explore new ways of completing assignments and use tech tools to collaborate with others • I will make every effort to do my best in the virtual classroom environment just as I would in person (avoid distractions, stick to a schedule) • I will wait my turn to speak and contribute to the VC classroom with consideration & respect for others (ex. Turn off your mike and use the hand raise feature) • I will mute myself so that I can show my respect to the speaker. • I will have my camera turned on and be in the center of the frame to show I am ready to learn.

3. **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.

Clear Routines and Procedures	
Situation	Steps (and Modifications, if any)
<i>Entry Routine</i>	<ul style="list-style-type: none"> • Individually greet each student as they arrive • Students entering should place their jackets on their assigned hooks • Open their backpacks and remove their snacks from home and put in the snack bin (all snacks should be labeled with their name) • Mondays only- put water bottle in designated classroom space • Put on smock • Play quietly in the play area while the remaining students arrive (For ADHD students, it might be necessary to give them a helper role (like getting each arriving child's water bottle and putting it away) to keep them calm while others are arriving)
<i>Snack Routine</i>	<ul style="list-style-type: none"> • Close and put away all classroom materials • Daily classroom helper goes to help the teacher • Snacks are handed out • Students eat all of their snacks • Place the trash in the bin • Once snacks are done the student can go to the gym to play
<i>Exit Routine</i>	<ul style="list-style-type: none"> • Put away all class materials • Remove smock and hang on assigned hook • Put all items for home in backpack • Put on coat (as applicable) and backpack • Push chairs in under the table



	<ul style="list-style-type: none">● Make sure all trash is thrown away● Line up at the door with the daily class helper first in line● Fridays only- take home water bottle
Routines for the Online Classroom:	
	<ul style="list-style-type: none">● Keep your video on (to be able to see faces)● Mute your audio unless called on (to block out distracting background noises)● Keep your chat open (able to communicate nonverbally).
	<ul style="list-style-type: none">● individually greet students each day● “high-five” students who make great contributions● use terms of endearment when addressing students● communicate with students who appear upset● acknowledge birthdays or other special events
Modifications for Students not following routines:	<ul style="list-style-type: none">● Verbal reminder● Use picture cards posted on the wall to help students that are non-verbal or ELL to understand what is required● Class is unable to go to break or lunch uncleared desk is cleaned● One on one conversation privately with the student to find out what is driving the behavior● Escalate to parental conversation if behavior continues

4. **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.

Transitions	
Situation	Steps
<i>Transitions between activities:</i>	<ul style="list-style-type: none"> ● Use a <i>timer</i> so they know how long they have for the transition. ● Create a competition when kids go to groups or stations; first group quiet & ready get a reward (For ELL students; write instructions on the board or model the behavior requested first) ● For learners with special needs, utilize a visual calendar that shows the different segments of the day. Also provide verbal reminders that the transition is coming. For example: Tell them we have 30 minutes before lunch and provide them with their own clock so they see when the time is coming.
<i>Bathroom Transitions:</i>	<ul style="list-style-type: none"> ● Encourage students to go during breaks and lunches (For those students with a medical need, make sure they understand they have permission to go to the bathroom as required and to simply follow our non-verbal queues to reduce disruptions- Inform these students that if they are gone for more than 10 minutes a classmate will come to check on them for safety) ● Use hand signals to request bathroom break without fully disrupting the

	class
Clean up transitions:	<ul style="list-style-type: none"> • Use a timer to initiate the clean up and to see who gets done the quickest & most efficiently will get to lead the class in the next activity • Play a clean up song that makes the chore fun. For students that struggle with these transitions, like a student with ODD, I would offer them a choice of what they would like to clean.
Transitions for the Online Classroom:	
<i>Transitions between activities:</i>	<ul style="list-style-type: none"> • Use a timer between activities. • Explain what they will be doing in break out rooms. (For ELL learners, I could use subtitles that show what I am saying in writing and make it easier to comprehend. Often Language learners can read better than listen to a new language.) • Send students reminders of how much time is left in the breakout room. • Ensure microphones are muted when students enter the main classroom after breakout room. • For ELL students, I could utilize signs that could show a microphone with the line through it and other signs that will communicate when to talk, etc.
<i>Bathroom Transitions:</i>	<ul style="list-style-type: none"> • Students can send a private message to their teacher that they need to go to the bathroom. • If it is urgent, then the student can turn off the camera, mute their microphone, and just go to the bathroom. • Ensure that in the rules and norms students are aware that they are not to bring their device with them into the bathroom when they are on zoom with their class.

5. **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.

Response to Traumatic Stress	
Trauma Symptoms	Response Strategies
<p><u>Domestic Abuse:</u> Tantrums, hitting other students, name calling, yelling/screaming, isolated; few friends, crying over small occurrences</p>	<ul style="list-style-type: none"> - Mindfulness training; use meditation time or yoga practice - Create a positive, relaxing environment - Students can practice resilience skills through role plays that help them to act out skills such as setting boundaries and verbalizing their feelings, all while in the safety of a classroom. Literature, poetry, and song lyrics can help students identify examples of resilient thinking - Create daily end-of-day routine for the students to share something positive that happened today - Using Character Strengths: use stories for the student to recognize their own strengths - Reach out to school counselor for additional support
<p><u>Loss of a Loved One:</u> depression, detachment or retreating socially, sudden loss of interest in class, inability to control emotions, inability to focus</p>	<ul style="list-style-type: none"> - Reach out to parents to discuss ways to help the student process their feelings - design student specific coursework to help them grieve & work through the trauma - Involve guidance counselor - Peer discussion group - Allow student space to express their grief
<p><u>Refugee Trauma:</u> Stomach aches, headaches, & other unexplained physical pain, aggression, anger, anxiety & fear, sadness, trouble managing emotions, difficulty processing information & memory problems, lack of desire to take part in activities,</p>	<ul style="list-style-type: none"> - Refer students to cognitive behavior therapy and other therapy led only by professionals (if available in school and/or community). Especially if the student is dealing with PTSD. - Aim at building resilience in the face

<p>relationship problems</p>	<p>of adversity. Focus on building self-awareness and self-regulation skills. Think of ways that allow students to express their feelings through speaking, writing, or activity. Allow them to feel what they need to feel and give them ways to feel confident and strong.</p> <ul style="list-style-type: none"> - Implement teacher led mindfulness activities, stress management activities, and function games (e.g. social charades). - IEP; If student has mental illness, provide accommodations for that student (i.e. give student more time on tests and assignments, give student extra support before and after school) - **5. Community and Positive Parenting Programs: ** Harness healthy and positive parent involvement. Encourage student involvement in the community (i.e. sports program, music, art, theatre, etc.). - Teach relationship skills whenever the opportunity arises. Teach gratitude and give student oral and written affirmations; encourage students family members, and classmates to do so as well.
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6. **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.

Management Technology	
Technology	Rationale and Use
Google Classroom	<i>Students can collaborate on multiple platforms, add videos & pictures, Plus they can share the document</i>
TeacherKit	Create great visual reports that allow me to track trends in student attendance, behavior, grades, and even their seating chart. I can create and send progress reports about an individual student to the student and their parents. I can also use it to see an overall picture of the class and possibly what areas need to be reviewed as well as identify those students that may be struggling due to trauma or learning disability.
Seesaw	Parents have access to all the assignments and feedback students receive in real time
Technology for the Online Classroom:	
Google classroom	Same as above. I have used this tool for both the physical classroom and virtual. It is a platform that is easy to use and allows students to leave comments or even edit the same document at the same time.
Padlet	I think this platform will be great for collecting students' ideas. I especially love the use of the anonymous option. It gives kids a space to put out ideas that they might not otherwise share due to fear of being embarrassed.
Epic	This resource gives students access to a wide range of books and audio books. I really like that it is already divided by level so the students can navigate for themselves to find a book appropriate for their abilities. I would also use this tool for ELL students that need more practice. Finally, this is also a great resource for my higher level students because if they finish an assignment early they can use the free time to read and possibly challenge themselves with a more difficult book.

7. **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?

Family Communication	
Tools for Regular Communication: What tools will you use to ensure that you regularly communicate students' progress, achievements, and behaviors to families?	<ul style="list-style-type: none"> • School App for Parents - regular updates on events, fundraisers, important info about the school and outings • Moodle App- communicate assignments, class announcements, grades, and feedback from the teacher • Email direct to parents- use for updates on behavioral issues, grades and other achievements
Reporting Requirements for Suspected Child Abuse:	<p>State of TN, USA Resources: https://www.tn.gov/dcs/program-areas/child-safety/reporting/faqs.html https://ag.tennessee.edu/Documents/ProgramsforMinors/TN-Law-Mandatory-Reporting-Form.pdf</p> <ul style="list-style-type: none"> • Once the teacher suspects child abuse or neglect, they should collaborate with other teachers and school administrators to determine if suspicions are justified. • How to report? <ul style="list-style-type: none"> ○ How to Report Call 911 if the situation is a life threatening emergency. In other cases, a report of child abuse or child sexual abuse must be made immediately to one of the following four authorities: ○ The Tennessee Department of Children's Services (reports can be made by calling the Central Intake Child Abuse Hotline at 1-877-237-0004); ○ The sheriff of the county where the child resides; ○ The chief law enforcement official of the city where the child resides; or ○ A judge having juvenile jurisdiction over the child. • Who Must Report? <ul style="list-style-type: none"> ○ Tennessee law mandates reporting by any person who has knowledge of physical or mental harm to a child if: (1) the nature of the harm reasonably indicates it was caused by

	<p>brutality, abuse, or neglect; or (2) on the basis of available information, the harm reasonably appears to have been caused by brutality, abuse, or neglect. Tennessee also mandates reporting by any person who knows or has reasonable cause to suspect that a child has been sexually abused, regardless of whether it appears the child has sustained an injury as a result of the abuse. The Tennessee mandatory reporting laws define a child as a person under 18 years of age.</p> <ul style="list-style-type: none"> ● Information Teacher will need to provide: <ul style="list-style-type: none"> ○ Child(ren) names, ages, address, phone numbers, race, and school/daycare information ○ Parent(s), Legal Guardian(s), or caretaker(s) information ○ Other household members information ○ Nature of the harm or specific incident(s) that precipitated the report ○ Specific allegation(s), date(s) and descriptions(s) of the injuries or dangers ○ Identities of alleged perpetrator(s) and their relationship(s) to the victim ○ Witnesses to the incident(s) and how to reach those witnesses ○ Details of any physical evidence available ○ Perpetrator's current access to the child ○ Present condition of the child (alone, in need of medical attention, etc.)
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	<ul style="list-style-type: none">○ The location of the child and directions to that location○ Any statements from the child○ Parent's or perpetrator's explanation of the alleged child victim's condition or the incident○ Parent's current emotional, physical or mental state, especially feelings about the child and reactions to the report○ How the reporter came to know the information and the reporter's thoughts about the likelihood of further harm to the child
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