Plan for Managing the Learning Environment

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Student Grade level or Grade range (e.g. PK-5): Secondary; grades 6-10
Subject Area: English Language and Literature

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: Creating and maintaining a positive classroom culture and climate is one of the first things my school had us do at the beginning of the year. What this means to me is that my classroom, as a learning environment, should be a place where students are safe and free to explore the content we cover without fears of being bullied for things they say or do related to the content we cover. A positive classroom climate factors in the physical classroom when it's in-person learning and not online. The classroom should be a place students like to be and one that allows them to learn and engage in the content. For me, what this looks like will vary from teacher-to-teacher and in different disciplines. My class is language and literature, and although it's a concept-driven class, we explore a lot of literary and non-literary works. I like to decorate my walls lightly with words and book covers. Another part of the classroom climate is the attitude of the teacher and students and how everyone treats each other. Having established class rules together with consequences for improper actions or circumstances to keep the students on task and on topic. Positive classroom culture means that the teacher and students are aware we should encourage and compliment one another while not making each other feel alienated like we don't belong. To summarize my thoughts, I feel like a positive classroom climate is built by relationships, trust, and a physical atmosphere where students have an awareness of conduct and expectations which the teacher embodies. **Strategies for Positive Classroom Climate** ● Keep Disruptive Behavior outside the classroom: Have students line up outside of the classroom. When class time is about to begin, the teacher can walk out and allow them to come in when their behavior meets the standards of a positive classroom climate. ● Develop Relationships: Getting to know the students and understanding what media, tv shows, and activities they engage in will help the teacher establish credibility with

the students so that they want to listen and they will respect the teacher more.
- Positive Reinforcement: Observe and reinforce positive behaviors in the class so students know when someone is doing something that the teacher wants rather than always pointing out what students are doing that isn't desired.

Strategies or Modifications for Virtual Learning Environment

For developing relationships and using positive reinforcement, no modifications are needed for online learning. However, for keeping disruptive behavior outside of the classroom, that won't work online without modifications. How can the teacher simulate keeping disruptive behavior outside of the classroom for online learning? There may be no good answer, but as a substitute, something I might try would be to have a routine at the start of class that can act as a reminder that we are in class and we are starting and that there are certain rules. The first thing that comes to mind is to play some music that sets the mood for the class and maybe to screen share the class rules or expectations.

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
• Be prepared for class: have all that you need and are expected to have. • Raise your hand if you want to talk. • Listen attentively to others when they are sharing. • Stay on topic when asking questions or making comments. • Remain seated unless given permission by the teacher to move. • Use hand signals for important off topic questions such as going to the bathroom, charging a device, drinking water, or eating a snack.
Strategies or Modifications for the Virtual Learning Environment • Keep your mic muted and raise your hand if you want to talk.

- Keep your video on and listen attentively to others when they are sharing.
- Use the chat messaging feature to ask questions about the class content if the teacher is explaining something and for other important off-topic issues such as going to the bathroom.

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)**
Entry Routine	● The teacher has the lesson materials ready. The projector is on and the written instructions for class are ready to be displayed. ● Students line up outside the room and wait for permission to enter the classroom. ● Enter the classroom, put bags down at their seat, take out class materials and set everything in a position to be used if the teacher requests. This includes turning computers on and having them at ready. ● The teacher will greet each student as they enter and sit down.
Beginning the class	● Chit-chat with the students for 1-2 minutes. Ask how they are doing and briefly gauge their mood and feelings today. ● Only use things that are needed for the lesson. For example, computers should be used only when instructions are done being given and when students are asked to use them. ● Mark attendance of each student and make note of any reasons for lateness or absence

During Class Time	● All work should have the student's name on the paper at the top left, and the title of the assignment centered at the top. If it's electronic, same rules, but the file name should also have the student's name and assignment name when saved. ● Students will be given set time limits with visible timers for any task given by the teacher so they know when the task time has finished. ● During group work, students should focus on their own group work unless they get stuck and need to ask another group for input. ● The teacher walks around to observe student work and see if any need help. During this time, students can raise their hand and the teacher will go check on them and give personal help. ● Students must ask to eat snacks during class, but they know snacks must be healthy, not stinky, and not large. When finished with a snack, the student must clean up all food remnants and trash the wrappers. They can stand up and throw things in the trash without asking. No trash can be left behind.
Exit Routine	● The teacher will announce when there is 10 minutes remaining in the class and students will be asked to finish up what they are working on within 3 minutes (timed). ● When the timer is up, the teacher will recap what the students did in the class, answer questions, ask students questions to make sure they understand everything, and do a quick preview of what will happen in the next class. ● After the preview of next class, students are given the remaining minutes to pack their bags while they remain seated. When the bell officially rings, they may leave the classroom.
Routines for the Online Classroom:	
Before class begins...	● Students should join the video call and wait for class to begin. Video can be on or off, as they like, until class starts. For those with video on, fun questions and chit-chat can take place as long as there is no electronic interference or loud noise or

	music playing in the background from any students.
Starting class...	● The teacher will greet each student and check attendance. ● All students must have video on and microphones muted to start class. ● The teacher will start with some warm-up activity which will be a fun question that is somehow connected to the unit material
During class...	● Students can type questions into the chat box if the teacher is giving instructions. ● All microphones should be muted and video on at all times unless the teacher says something different. ● Students should raise their hand if they want to speak or ask a question and then wait to be called on. ● Students who need to leave the room should send a private message to the instructor, giving the reason, and then they can go without approval. ● During collaboration time within breakout rooms, each group should select one person among themselves to take official notes and be the spokesperson for that group when everyone rejoins the larger class for sharing ideas.
Ending class...	● The teacher should ask follow-up questions related to the class content to check if students understand the content. ● The teacher should ask if any students have questions and invite them to send her questions privately if they are shy or to raise their hand and get an answer. The teacher will also remind students that they can ask questions at any time and remind students about the best way to contact the teacher outside of class time.
If you lose Wifi...	● My online class will be supplemented by a website or other online platform such as Managebac. On this platform, I will provide my students with an outline of our class plan along with some materials. ● I will establish a class norm that my students

	should wait at least 10 minutes for the teacher to return to the class in the even that wifi cuts out. I would try to send some kind of communication using my phone, in that case.

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**
Between Activities	● Use a sand timer for activities so that students can see how much time they have and when it ends, they know we will move on with the class. ● The physical space in the class can act as a transition between activities as there are different areas for doing different things. For example, in my class, there is a reading area, an instruction area, and a group work area. When students move from one area to another, they know a little more about what type of learning experience they will be engaging in next. ● A PowerPoint presentation can act as a transition between activities. I use this often in my class. The PowerPoint provides transitions and differentiation by showing instructions or a schedule or some content. When it's time to move on, the slide is changed and students know we will be doing something different.
Bathroom	● Currently in my class, students raise their hand to ask to go to the bathroom and they take a bathroom pass. I only have 2 bathroom passes so they must wait until one returns if they want to go, as well. ● A transition that I will try next semester is that students will use a special hand gesture to indicate that they would like to use the washroom. The teacher will give their answer with a gesture. This will allow a smoother flow to the class as it won't be interrupted by valid off topic questions.

Classroom Visitor	● If there is a class visitor at the beginning or middle of class, I like to stop the class, introduce the visitor, and explain why they are with us in class. I then usually instruct how the students should treat the visitor. For example, I might instruct them that the visitor is here to observe the class and that they should not look or interact with them.
Computers / Devices	● Students will be expected to plug in (if needed) and turn on their device before class begins as part of their 'get ready for class' routine'. Then they must put their device into sleep mode or turn off the screen. When it's time to use the device, it should be a quick process to get started.
Ending the Class	● An announcement is made when class has only 10 minutes left, and a special sound is played which uniquely indicates that there are 10 minutes left. The unique sound is 3 rings on a small bell. When students hear this, they know that they have maximum of 5 minutes to finish up because the final 5 minutes of class will be used to get instructions about homework or next class and to pack up their bags.
Transitions for the Online Classroom:	
Between Activities	● Chris: When putting students into breakout rooms for an activity, the teacher will announce the amount of time that students are being given. After that, the breakout room time is automatically set and the students will be notified when they have 1 minute remaining. Kirk: ● Mention when discussing or posting the agenda for the class that breakout sessions will be used. ● Chris: A PowerPoint presentation can be used for the online classroom the same as it is used for the physical classroom. ● Use an online gamification platform or google classroom can create a virtual home base/carpet to come back to between activities ● Use different backgrounds for video chat to indicate a change in location or activity
Bathroom	● Students can type their questions into the virtual chat and send them privately to the teacher in the case of needing to use the bathroom. Therefore, there does not need to be any disruption to the class flow. Kirk: students can black out the screen while they are gone and the teacher can set a timer to ensure they aren't gone too long Owen: Students use the

	chat box in order to signal they need to use the bathroom. Students are allowed 10 minutes. Students must check in immediately upon return using an approved icon in the chat box.
Classroom Visitor	● Essentially the same transitions apply for online as they do the physical classroom in the case of visitors. The visitor can be introduced. However, it may also be possible to have a visitor observing an online class privately in some way so no introduction is needed. At the beginning of the class, the teacher can explain that occasionally this class will have observers, more or less why, and that the students don't need to worry.
Ending the class	● Same as Physical Classroom ● Ask students to solve a simple word/math puzzle at the beginning of class, then ask for the answer at the end (students type the answer or write it on an online whiteboard).

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**
Chronic Illness - Difficulty keeping up relationships with school friends - Feeling less confident and less motivated - Difficulty getting around the school - Difficulty participating in some school activities - Decreased academic performance - Difficulty completing work or taking part in exams	Seek extra support - The school may be eligible for extra support staff. Ask the principal Make changes where necessary - Check the physical environment and make sure it's welcoming and friendly - Make sure the academics are not problematic - Apply changes when they are noticed

Being a Bully - Getting into physical or verbal fights - Have friends who bully others - Are increasingly aggressive - Get sent to the principal's office or to detention frequently - Have unexplained extra money or new belongings	- Implement immediate consequences for any aggressive behavior - Investigate whether the bully has been a victim of bullying, themselves and address possible deeper issues - Create a bullying report to document subsequent incidents and actions taken - Involve the kid who bullied in making amends - Do a good deed for the person who was bullied - Clean up, repair, or pay for property that was damaged
Being Bullied - Unexplainable injuries - Lost or destroyed clothing, books, electronics, or jewelry - Frequent headaches or stomach aches, feeling sick or faking illness - Changes in eating habits, like suddenly skipping meals or binge eating - Declining grades, loss of interest in schoolwork, or not wanting to go to school - Sudden loss of friends or avoidance of social situations - Feelings of helplessness or decreased self esteem	- Check regularly with victims and check to ensure that bullying is not continuing - Teach students to identify and report bullying - Speak to victim's parents - Report the bullying to the necessary authorities - Assure the child that bullying is not their fault - Consider having them talk to the school counselor - Collaborate with parents and school authorities to protect the student
Substance Abuse - Unexplained need for money or financial problems - Sudden change in friends or hobbies - Neglecting responsibilities - Frequently getting into legal trouble or fights - Engaging in secretive or suspicious behaviors - Unexplained personality change - Sudden mood swings	- Build a positive relationship with the student and gather information about outside resources such as AA and counseling for the student - Encourage participation in school activities - Encourage reading - Be a good listener - Set clear rules and boundaries that are consistently enforced - Keep an open mind when asking students for opinions

- Periods of unusual increased energy or outbursts - Dilated pupils - Lack of motivation or appearing tired and 'spaced out' - Appearing fearful or anxious - Having bloodshot eyes - Deteriorating physical appearance - Sudden weight loss - Sniffling and runny nose when not sick - Tremors, slurred speech, or impaired condition - Unusual odors	- Give praise and reward good behavior - Model optimism and a positive view of learning

Source of information Retrieved from TeachNow Cohort 10 Traumatic Stress Mindmap: https://coggle.it/diagram/YLTfPWmu1TYw_Lju/t/traumatic-stress-teach-now-cohort-10/e58f5d2f1915c7b66a28195c5e97d706e0aaafa32fccf8b657a7e45a9c729ba6

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**
Managebac	Managebac is an all-in-one platform for school or classroom management. It works for the only classroom and the physical classroom. It allows students to view a calendar that is specific to each class they are taking and also to view all class information on the same calendar with details available when they click on an item on the calendar. Teachers can use managebac to keep an online portfolio of assignments, to reflect on units, to give feedback on assignments and to score and issue reports. There is an official mobile app available as well. Students can use the mobile app to scan and upload handwritten assignments. Whether online or offline. Managebac can accommodate. Cons: Managebac is not free. Usually a school will pay for the service

	and all teachers will have access. Another problem is that the reliability of online content is questionable. Our school has had a disastrous incident in the recent past where we lost our online material which includes student work.
online-stopwatch.com	This is a website timer for managing student activities. When compared with other similar options, this one is nice because it has one version of a timer depicted as a bomb with the fuse slowly going down. When the time is over, the bomb goes off. The nice visualization offers some motivation for students. This website is free. One con is that the website contains advertisements which can be unpleasant to look at. This tool is more suitable for a physical classroom because, for online classes, there are better options such as timed breakout rooms to use in place of this.
Technology for the Online Classroom:	
vocaroo.com	Vocaroo is a free online website service for recording simple audio directly into the browser. What strikes me about this tool is the simplicity of it. It will work great for an online classroom when students are given speaking tasks. They can record to the browser and then save their audio and share it in a variety of ways including using a QR code. The cons are that this tool is limited to just audio and that it does not seem to work well with mobile devices. However, for an online class, students commonly use computers rather than mobile devices for class time. This tool would work for both older and younger students.
Record it!	This is an iOS APP which allows users to do screen recordings and also to record audio at the same time. This technology would be very nice for an online class if students can do a task using a mobile device. Teachers can give assignments or tasks that utilize other apps and have students record their work with comments. This app would work better for secondary students.

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?	- WeChat is the primary communication channel used in China, even when it comes to teacher-family communication. However, in secondary school where work, teachers are not permitted to have direct channels with parents via a third party such as WeChat. Instead, these channels are used by the school leadership and teachers will pass along the information to our leadership, first. - Managebac is an online platform for education management. This includes merits, disciplinary measures, academics, reports, scoring, and communication with students or parents. Teachers can leave comments on the behavior section of any student's profile. There is a button called "Make visible to family", and teachers are able to select that option if we want our comments to be visible to parents. Parents need to contact the school if they want to respond to those comments rather than contacting the teachers directly. - Our primary school uses seesaw which allows parents to have direct communication with teachers. This is mainly because the students are younger and have only one teacher, so the teacher has a bigger picture of what is happening with the students. In comparison, the secondary teachers only have a partial picture of what happens with the students and rely more on collaboration of input from different teachers in order to know the nature of any issues.
Reporting Requirements for Suspected Child Abuse:	If there is any suspected child abuse, we follow a strict and lawful procedure at our school which is to report to our coordinator as well as our well-being conseulor who can then follow up and investigate further.