# 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:**  **Strategies for Positive Classroom Climate** |
| **Strategies or Modifications for Virtual Learning Environment** |

1. **An Information Intensive Environment:** Creating an information intensive environment, including a variety of print and digital texts that are developmentally appropriate for your students can enhance student vocabulary and contribute to a positive classroom climate. In this section, outline the steps that you will take to create a developmentally appropriate information intensive environment. Then, write a brief reflection on how your information intensive environment will impact your classroom climate.

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| **Information Intensive Environment** |
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| **How will your information intensive environment impact your classroom climate?** |

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** |
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| **Strategies or Modifications for the Virtual Learning Environment** |

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)** |
| *Example: Entry Routine* |  |
| *Example: Exit Routine* |  |
| **Routines for the Online Classroom:** | |
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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*  *Stations or one small group to my kidney table.* | * I start Wholegroup with an activity based on the subject we are learning. This serves as either an introduction to our subject or a way to check-in to see what we know and have done so far. It can also serve as a warmup activity. My wholegroup can be completed while students are on a carpet or from their desks. * Once that wholegroup activity has finished, I will announce the small group activities (if the entire class is involved moving to stations). I will go over the groups and remind my students of expectations while in small groups. I will also go over each of the activities being used. * If only a small group is being pulled to my kidney table at the back of the class, then that will be announced too, explaining what the small group will be doing with me versus what I expect the rest of my students to be working on. * If I am working with small group stations, there will be a timer set for each station, and my students will know that all the supplies needed will be provided at each station. * If I am working with a select few students on my back table, they will know what items to bring to the table, such as workbooks, otherwise, I will have everything on the table that will be needed. * One it’s time to transition from my Wholegroup teaching to small group(s) I will have a signal of my bell. * My students will now transition to their next activity quietly and with careful speed. * If my small groups are moving from station to station, they will be aware of who is in their group by looking at the chart on the box showing exactly which group is in what activity. There will be a timer showing too. With these types of groups, I will walk around not only to ensure everyone is acting in accordance with our classroom expectations, but to be on hand to answer questions and help with any difficult tasks that come up. * If I am pulling my small group to my Kidney table, this information will also be posted on my box, showing which students are coming to me - what materials they should bring and our goal. The rest of the class will see on this same screen their work to be completed too. Again, I will have a timer visible to the class. * Once our time is up for either the small group stations or the small group at the kidney table, I will bring everyone back together to discuss our activities. I’ll make sure my students have understood their activities and also I can answer any questions as well as let my wholegroup share their thoughts. * I can finally discuss and address any moments of frustrations felt by any groups or individual students. We can hammer out any details to make it an even better experience next time. I value my students’ opinions and ideas - oftentimes our discussions provide me with some great ideas to include in our future day-to-day activities.   For my ESOL students with little english I will always make language cards with words and pictures to help my student and to help me, I like to use a bit of my student’s basic native language when first establishing my classroom rules and instructions. For example, while I would use the word “banos” for example, my students would ask for the bathroom. While I said “Buenos Dias Diane”, my student will respond, Good morning, Mrs. Smith.” It helps my students feel more settled.  This past week I offered to help in Kindergarten - there is a Polish student, so that has been fun. At least these students can enjoy how much I mess up. It makes them laugh and not cry as much and I somehow manage to communicate with them.  For my special needs students.  The procedures are the same except, these students may need some additional help and time. Hopefully, my students will have a paraeducator or special educator to assist getting my student to the bathroom. |
| *Example: Bathroom Transitions*  *After recess (indoor or outdoor)* | I’ve had different ways to transition my students to the bathroom. My choice of bathroom routine depends on the grade, classroom location, expectations set out by the school, my grade teammates and the time of day.  What is consistent is certain expectations of knowing what proper hygiene is, not going into the bathroom to play, socialize or harass someone. To make sure my students understand giving someone privacy - not looking under stalls or doing anything silly flashing each other. I expect that hands are washed - I remind my students to always wash their hands, and I will even ask upon return if hands were washed. Sometimes, I get an “Oh” or an“Oops” so I just smile and send the student back. My students know I expect them to keep the bathrooms clean by correctly disposing of paper towels, not splashing the water and of course, flushing toilets. My students are advised to tell me of any inappropriate behavior by other students, or if the bathrooms are messed up, or perhaps a toilet is blocked.  No one is supposed to walk directly to and from the bathroom. They should make any detours or play in the hallway. They mustn’t run unless it is a desperate and sudden need for the bathroom. In that case, I may pop my head out the door to visually see that my students has headed to the bathroom as requested.  **After recess - indoor/outdoor**  In most cases, the teacher picks up the class from either outside lineup or from the indoor recess location.  Students follow the teacher in single file walking to the classroom. Usually on our lower floor (if from outside), I move my class to the far end of the hallway – away from the APR/cafeteria and other grades moving in for lunch. My grade used to all stand at the same area outside of the APR to complete waterbottle fill ups and bathroom, but it got too chaotic, so I moved my class to the far end and from there as they lined up against the right hand side hallway wall, they could go into the bathroom about 3 at a time. They knew to wait until someone else came out if more than three students needed to go. Not all students required going.  Once we had all regrouped we’d quietly walk up a floor to our classroom in single file.  **From the classroom**  My students indicate a need to go to the bathroom using a designated hand signal. I can nod yes, or hold up my finger to quietly say, “wait” Meaning I may have two boys or two girls already out. As soon as someone walks in, this indicates the next person can go.  Last year my class and I were lucky to have bathrooms located nearby on either side of us – in our hallway and at the end in the main school entry area. I could potentially send 4 same gender students out at once.  I never found my bathroom breaks disruptive - we had a pretty good system down.  **Before we transitioned to a special**  Before lining up to walk to our special, I would start asking who needs to go to the bathroom while we are tidying up. Since specials are not that long, I didn’t want my students wasting the teacher’s lesson and time by running off to the bathroom. |
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| **Transitions for the Online Classroom:** | |
| **Bathroom breaks.** | “Mrs. Smith, may I go to the bathroom?” ‘Yes, go quickly, wash your hands and return.”  I never felt like I had any issues with students abusing their bathroom breaks, they asked politely when they needed to go and returned to the screen once done.  My students knew not to dilly dally. But I also emphasized that my students should go to the bathroom before logging on, during brain breaks/movement breaks, and lunchtime. These times served as scheduled break times.  My students could let me know they needed to go to the bathroom through chat, hand signal, raising blue hand or quickly asking.  I understand there may be a need to note how many times a student may be going to the bathroom, but I never needed to do this.  Last year for in-person school, both 1st and 2nd grade teachers were required to log all times students went to the bathroom due to some unhygienic behavior in the bathrooms. The log, which lasted about 2 weeks, was used to find out who was making the mess. It was time consuming but we eventually figured it out.  **For ESOL students**  Nothing much changed from the above directions, my SOl students know to indicate when a bathroom break outside of the designated bathrooms breaks. My students were all lower grades, so they normally have an adult with them. An adult may also indicate that their child needs to go to the bathroom.  **For special needs**  Any special needs student would in most cases have an adult close by that could assist my student with asking and going to the bathroom. |
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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** |
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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** |
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| **Technology for the Online Classroom:** | |
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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? |  |