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: **A positive learning environment can be defined by classroom climate and culture where students feel they are being supported, respected, and listened to, where students learn and positively interact in individual and collaborative learning styles. Positive learning environment creates an atmosphere where students feel comfortable, actively engage and get motivated to learn.** **Strategies for Positive Classroom Climate** ● Collaborate with students, students' parents, coworkers, and other members of the learning community with mutual respect,focusing on safety, support, open mindedness. ● Encourage collaborative or individual work involving a variety of methods and resources (time, space, material), and be flexible to experiment and adjust. ● Act with respect and responsiveness to cultural/individual background ● Keep students involved and motivated by having engaging ice-breaking/introductory activities related to lessons and finding time for fun. ● Outline the rules for positive behavior and interaction between classmates ● Provide clear goals and expectations as well as personalized feedback.
Strategies or Modifications for Virtual Learning Environment Explore and include a variety of online resources (tools, videos) Ensure cameras are on and students stay focused Explore team-building activities/ice-breaking questions for online format lessons to have and maintain positive energy among the participants.

2. **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.

Information Intensive Environment
● Provide a variety of reading and listening resources: textbooks, e-books, audiobooks, videos ● Explore the availability/access/variety of online tools that may be relevant to lessons ● Provide clear instructions on how to use auxiliary online/offline resources, such as thesaurus, dictionary, citation websites, translation tools, etc. ● Incorporate team building game activities, interviews, public speaking opportunities, reading aloud (developing oral language). ● Keep balance of listening, speaking, reading activities. ● Create an appropriate and comfortable physical environment where students easily access all the above-mentioned resources, including fiction/non-fiction, age-appropriate, paper/digital, listening/reading material.
How will your information intensive environment impact your classroom climate? There are numerous benefits of developing, practicing, and maintaining the information intensive environment (IIE) in your classroom. IIE can help improve students' vocabulary, oral speech, and enhance overall interdisciplinary performance (Dalton, 2011). Having IIE proves effective in keeping a positive classroom climate, with examples provided below. A variety of resources that include a range of texts with various perspectives, cultures, personal traits, would allow students to look through the lens of diverse viewpoints, helping them respect individuals that come from diverse backgrounds and cultures. In this environment diverse needs are treated with respect and individual differences and interests are valued and being recognized. IIE lets the students, who come from the background with limited access to reading/listening material at home, be exposed to literacy-rich environment in school. This would equally satisfy the needs of every child who is ready to receive knowledge. The students with certain physical/psychological disabilities would be able to access the appropriate resources which in turn would connect them faster/easier to the general educational curriculum. These cases demonstrate full inclusivity of all individuals of the learning community: children can feel safe, heard, understood in such an IIE. Moreover, IIE allows all students to constantly learn new information, challenge their ideas and past knowledge, research, and grow. With the possibilities of becoming a well-rounded personality, a student will be very motivated and engaged, which also demonstrates another positive impact of IIE on creating a positive climate. Dalton, B. and Grisham, D. L. (2011), eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary. The Reading Teacher, 64: 306–317. doi: 10.1598/RT.64.5.1

3. **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

- We will treat one another with kindness and respect.
- We will stay open-minded.
- We learn better when we are focused, when we listen, when we are in a positive mode.
- We help and we feel free to ask for help.
- We respect everyone's time.
- We use the appropriate voice and tone when answering questions, participating in group discussions.
- We are walking in our classroom.
- We cover our face with an elbow when we want to sneeze, cough. If we don't feel well we try to keep social distance and/or tell our nurse.

In addition to maintaining a positive learning environment and encouraging students to participate, collaborate, interact, and be motivated, classroom norms lead to a safe learning environment. The seventh norm in my list above would help prevent students from falling, hitting furniture, and getting injured by sharp objects. The last norm would in a way prevent spreading viral diseases. With these norms in place students may feel comfortable, safe, and ready to accept new knowledge.

Cohort list of norms: (slightly edited)
Everyone has the right to be heard.
Mutual respect in everything we do and say
One person speaks at a time.
Keep a positive attitude.
Respect everyone's time. Arrive on time.
Be present; pay attention.
Be kind to one another.

Ask for help when needed and offer your help.
Be open-minded during group-discussions.

Strategies or Modifications for the Virtual Learning Environment

- **We are prepared for every virtual meeting (charged devices, familiar with technology, pen and paper, water bottle) - to avoid distractions.**
- **We mute our microphones until it's our turn to speak.**
- **We turn on our video to show our readiness to participate, openness, and focus.**
- **We raise our hand if we want to ask a question/add a comment.**
- **We do our best to find a quiet place for the online class.**

Activity 2:

Part 1 - How did the video demonstrate the InTASC Standard for this course (module), especially regarding developing a community of learners and a positive classroom climate?

The video greatly demonstrates the following InTask standards:

Learner Development.

Learning Differences.

Learning Environments.

I will focus on the third one - **InTASC Standard 3 Positive Learning Env**.- Developing a community of learners and a positive classroom climate.

Great environment perfect and comfortable for learning. Students are being respected and are, in turn, also very respectful.

What I liked:

- Teacher begins with discussing what was covered in the last class and makes smooth transition to what is expected in the current lesson; he provides clear explanations
- Encourages classroom participation by asking questions, Encourages collaboration by splitting them in groups.
- Moves around - uses the space wisely, approaches groups of students during collaboration tasks, aiming for maximum productivity and opportunities for growth ; asking what everyone's responsibility in the group is, asking questions to encourage critical thinking, making small adjustments
- To establish a connection with the students and make them feel comfortable: 1. He uses students' native Chinese language to name instruments. 2. Keeps eye-contact with the students, includes appropriate jokes and in general keeps a positive attitude. 3. Helps whenever the help is needed, one of the examples - the teacher gives pen to his student without distracting anybody. 4. Utilizes automated robot voice to call students names -

when asking questions and when randomizing them into groups - this way he avoids pronouncing their names incorrectly.
- Great closing routine with explaining the expectations for the next lesson

Part 2 - If you were the teacher, how would you reinforce the norms, procedures, and expectations for students in the classroom you observed.?

I think this particular example includes all the norms that I have listed in activity 1, and as observed from the video - the students are following the norms - by being respectful, polite, motivated, and by keeping a positive attitude.

4. **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	● Put away phones, smart watches in a container provided at the entrance (or store them in your locker) ● Walk to your seat ● Prepare all the necessary material needed for the class (if missing a pen/pencil/paper - ask from your classmates in advance) ● Prepare questions that you may have related to your homework, past lesson content ● Prepare items for submission (homework/project, if applicable) ● If the students are not following the routine properly, misbehave, disturb their classmates, not putting away

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	phone, etc. - I'll remind them about our accepted norms, ask if they have a problem, if anything related to the procedure is not OK for them. I'll discuss further - if the issue isn't resolved after class.
Exit Routine	● When the bell rings - remain in your seats, until the teacher allows you to leave ● Collect your belongings, clean up the space if needed ● Walk towards the exit ● If the students are not following the routine properly, misbehave, disturb their classmates, leave the room without waiting for my dismissal, running towards the exit pushing everyone on their way - I'll remind them about our accepted norms, ask if they have a problem, if anything related to the procedure is not OK for them. I'll discuss further - if the issue isn't resolved after class.
Using Restrooms	● When you need to use a restroom - get up quietly and leave the classroom ● Only one student is allowed to leave at a time ● Come back quietly to your seat ● If the students are not following the routine properly, misbehave, disturb their classmates, keep leaving the room for several times per lesson, not coming back or taking a long time in the bathroom - I'll remind them about our accepted norms, ask if they have a problem, if anything related to the procedure is not OK for them. I'll discuss further - if the issue isn't resolved after class.
Routines for the Online Classroom:	

Joining the online meeting	● Connect 5 minutes earlier ● Make sure the space you are connected from has a good Internet connection and is quiet ● Make sure your device you are connected with is fully charged ● Prepare all the necessary items you may need (paper, pencils, water bottle, charger) ● Turn off your mic, turn on your video ● Be ready to greet your classmates and your teacher ● If the students are not following the routine properly, misbehave, disturb their classmates, not putting away phone,not connecting the video, not turning off their mics and being loud, etc. - I'll remind them about our accepted norms, ask if they have a problem, if anything related to the procedure is not OK for them. I'll discuss further - if the issue isn't resolved after class.
Adjourning the meeting	● Disconnect only when the class is over and the teacher tells you may leave the online meeting ● Politely say good bye to your classmates and your teacher ● Make sure you understand when to connect next time ● Ask for help/ ask other remaining questions after the class is over and the teacher is still connected ● If the students are not following the routine properly, misbehave, disturb their classmates, disconnect without waiting for my dismissal - I'll remind them about our accepted norms, ask if they have a problem, if anything related to the procedure is not OK for them. I'll discuss further - if the issue isn't resolved after class.

Asking questions	● Raise your hand/emoji hand if you have a question ● Let your classmate/teacher finish before starting talking ● Don't ask (too many) irrelevant questions, and don't monopolize the meeting ● If the students are not following the routine properly, misbehave, disturb their classmates, asking too many questions, interrupting the person who presents, - I'll remind them about our accepted norms, ask if they have a problem, if anything related to the procedure is not OK for them. I'll discuss further - if the issue isn't resolved after class.
Moving to break-out rooms	● Be aware of the time ● Stay focused on the task ● Collaborate actively and remain polite to your classmates

5. **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**
Example: Whole group to small group Transitions	● ● ● ●
1. *Entering class and taking a seat*	● I'll ask the students to enter the room and calmly proceed to their chair ● I'll ask them to prepare all the necessary material for the lesson (so

	that they don't distract anybody during the lesson) ● I'll remind them to put away the phones and laptops (unless we need to use laptops during the class) ● I'll ask them to prepare all the past lesson related questions, and allow them to ask questions before or during the class to switch to the right mood ● I'll ask them to use bathroom (if they need to) prior to the class (otherwise, they will miss a portion of the lesson, and may distract everybody in the class) ● I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
2. Bathroom Transitions	● I'll ask them to leave to use bathroom quietly ● I'll let them know that only one student can use the bathroom at a time ● I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
3. Switching from one activity to another: *From independent work to collaborative work* *From listening to completing tasks, etc.*	● In the beginning of the class - I'll provide an agenda and notify them about any major transitions during the lesson (visiting guest, group collaboration, independent or collaborative research, etc.) ● Prior to switching to another activity I'll make a verbal signal ● I'll provide explanation of the steps they need to do for a particular activity ● I'll initiate the transition to another activity

	● I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
4. *Going from a classroom to lab (another classroom)*	● In the beginning of the class - I'll provide an agenda and notify them about the expected lab component where they would need to switch the classroom ● Prior to switching to another room I'll make a verbal signal ● I'll provide explanation of the steps they need to do for a particular activity in the lab ● I'll let them know what they can take with them and what should be stored in their backpack ● I'll provide the safety instructions ● I'll provide the safety uniform, apron, and goggles or tell where they are ● I'll remind them that when they leave the room they need to recall some of our crucial norms: keeping body calm, speaking in a low volume, and respect everybody's space ● I'll initiate the transition to another room ● I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
5. *Cleaning up in lab*	● I'll remind them that they need to clean up 10 minutes before they finish their work/before the end of the class ● I'll show them the pictures of how clean lab looked like and explain what they are supposed to do ● I'll initiate the clean up procedure by turning on any music (so that they wrap up their work and start cleaning up)

	● I'll remind to them that they need to collect all their belongings ● I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
6. *Transitioning to quiz/exam*	● I notify them about the upcoming quiz/exam ● I'll let them know what material they need to keep on their desks and the remaining should remain in their backpacks ● I'll let them know that the use of phones (laptops if paper based quiz) is prohibited ● I'll remind that they cannot speak to each other during the quiz/exam time ● If they have questions they should raise their hand ● I'll notify them about the remaining time ● I'll explain the procedure of collecting answer sheets (if paper-based quiz/exam) ● I'll time the submission of the answer sheets and explain that the late ones may not be accepted ● There should be silence during the submission of the answer sheets ● Discussing the quiz is prohibited before they submit their answer sheets
7. *Exiting class*	● I'll let them know that they can collect their belongings only after the bell rings ● I'll let them know that they need to listen to whoever is presenting teacher/classmate and let them finish (1-2 min max) ● I'll let them know that they can't leave the room until I dismiss them

	- I'll remind them that when they leave the room they need to recall some of our crucial norms: keeping body calm, speaking in a low volume, and respect everybody's space - I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
Transitions for the Online Classroom:	
1. *Connecting to the online class*	- I'll remind them that they need to switch on their camera - I'll remind them that they need to keep their mics off unless they want to say something - I'll remind them that they need to be in a quiet place with a good internet connection - I'll ask them to prepare all the necessary material for the lesson - I'll remind them to put away the phones - I'll ask them to prepare all the past lesson related questions, and allow them to ask questions before or during the first minutes of the class to switch to the right mood
2. *Having a guest speaker*	- In the beginning of the class - I'll provide an agenda and notify them about the special guest speaker - I'll remind them that they would need to keep their cameras on and mics off - I'll tell them to listen and write down all the possible questions to ask the visitor when he finishes his/her presentation
3. *Entering the breakout room*	In the beginning of the class - I'll provide an agenda and notify them about the potential collaborative exercises in breakout rooms

	● I'll let them know that when they enter the breakout room - they should actively participate keeping in mind the norms discussed prior to the activity ● I'll provide clear instructions for a particular activity that they need to work on ● I'll explain what resources they need to use for their collaborative activities ● When entering back the main "room" they should remember to keep the mic off
4. Switching from one online resource (website, program) to another	● If applicable, in the beginning of the class - I'll provide an agenda and notify them about the tools, programs, or other resources we may use today ● Prior to using the online resource - I should provide clear instructions and demos to make sure everyone understand how to use the tools/programs/websites ● If these resources are used frequently/required for their homework - I'll ask them to bookmark them, save the links ● I'll observe if anybody is struggling and ask them to stay a few minutes after class - to provide additional support
5. Switching from one activity to another *(Transitioning from lecture to quiz)*	● In the beginning of the class - I'll provide an agenda and notify them about the expected activities (if applicable) ● Prior to switching to another activity I'll make a verbal signal ● I'll provide explanation of the steps they need to do for a particular activity

	• I'll initiate the transition to another activity • I'll remind them about how much time they have for this activity and let them know 10 minutes before the end of the activity. • I'll let them know that they should raise their hands (emoji) if they have a question during the activity • I observe these procedures until they do everything without my reminders, and provide feedback if something doesn't seem right
6. Exiting the online class	• I'll let them know that they should remain connected until the end of the class • I'll notify them about anything important they should do prior to the next online meeting • The class is over when I dismiss them • If they have questions - they can stay after the lesson and ask their questions

6. **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	
Traumatic Stress Types & Symptoms	**Response Strategies**
*Victim or observer of **Physical/emotional abuse at home** <u>Behavioral symptoms:</u> <u>either:</u> excessive anger, verbal or/and physical aggression, irritability, bullying <u>or :</u> low self-confidence, trouble making friends, isolation <u>Physical symptoms (appearance) :</u> visible*	1. **Creating an emotionally and physically safe environment** in the classroom for everyone (discuss and repeat norms, anti-bullying activities, empathy workshops) 2. **Build positive relationship** with the students (asking questions, teambuilding activities, staying

marks on face or body, or completely covering arms and legs, sunglasses, dark clothes	open-minded and transparent/predictable to create a sense of stability and trust) 3. **Conflict management workshops** (after a bullying incident, or direct conflict between students took place) and **positive reinforcement** - praising the appropriate behavior 4. **Involving professional help** (in case of serious situations - violence, severe bullying, repetitive misbehaving incidents, etc.)
Family separation *(divorce, family member imprisonment, death in family, foster placement)* Symptoms: *difficulty concentrating, declining performance, alienation, depression, low self-co*	1. **Creating an emotionally and physically safe, accepting, and comfortable environment** in the classroom (focus on listening, accepting, supporting) 2. **Build positive relationship** with the students (asking questions, teambuilding activities, staying open-minded and transparent/predictable to create a sense of stability and trust) 3. **Improve trauma competency knowledge:** increase your own knowledge about various trauma students may experience, identify best ways to support your particular case(s). 4. **Involving professional help** (in case of serious situations - not improving deep depression, non-responsiveness, etc.)
Addiction/Substance abuse Symptoms: *running away, panic attacks, anger, regular tardiness or absences, anxiety, unusual behavior*	1. **Increase your own knowledge** about various existing addictions and expected response (reading books, etc.) 2. **Preventative workshops** (for those who are in a risk zone, e.g. friends of the drug-addicted student, students

	from unwealthy neighborhood) 3. **Involving professional help (medical, psychological)**
Natural disasters, war, terrorism *Symptoms: panic attacks, anxiety, anger, fear, alienation, depression, bullying someone who doesn't support their views etc.*	1. **Creating an emotionally and physically safe, accepting, and comfortable environment** in the classroom (focus on listening, accepting, supporting) 2. **Build positive relationship** with the students (asking questions, teambuilding activities, staying open-minded and transparent/predictable to create a sense of stability and trust) 3. **Creating workshops** on first-aid, increasing students' knowledge about the natural disaster/war or what applicable 4. **Involving professional help (medical, psychological)**

7. **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**
Students' Portfolio: **Toddle (or Class Dojo)**	*Students (and teachers) can include students' works (photos, videos, voice recordings, text, comments) to these platforms which will stay there from kindergarten to grade 12. These are also great apps for communication with parents - parents can monitor what their children are doing during each class by observing their works, also by commenting, and sending private messages to teachers.*

Learning and course management platform: **Moodle (or Canvas)**	These are convenient platforms for managing the lessons, grading performances of students, marking attendance, creating and giving quizzes, providing resources and instructions, communicating with the students in discussion boards, etc.
Project management tools: **Asana/Azure devops or other open source devops boards**	Because I'm teaching project-based courses, besides relying on Microsoft Excel, these agile framework based tools are very convenient to keep track of the projects, collaborate with teammates, include important resources
Visualization tools: **Tableau (Power BI)**	Again, besides relying on Excel/Sheets - Tableau would be a great alternative for visualizing data, especially if combined with SQL (for high school students)
Autocad	Due to nature of my class (Design and Technology) - students heavily rely on autocad and laser-cutting technology
Kahoot	Interactive quizzes - can be used for fun teambuilding activities as well as to test the subject knowledge
Google tools: (Drive, doc, sheets, slides, google colab, jamboard)	Google-based tools are always a great resource for productivity and collaboration (a little bit complicated for China though - have to be circumvented with the virtual private network, not all students have this or are allowed to used)
Citation tool: **Purdue Owl**	Give credit to the original source. Source citation styling (APA, MLA, IEEE) should be taught to help students gain the knowledge and skills to cite properly. This website has citation generation as well as the rules for proper citing.
Technology for the Online Classroom: (in combination with above listed)	
Online meetings: **Zoom/teams**	These are vital tools during online classes (during pandemics, severe weather conditions, or just the online nature of classes). In China the alternative would be **Tencent.**
Collaboration tools: **Miro, Google jamboard**	Creating and collaborating on diagrams, sticky notes, devops boards, etc. is possible using these tools.

8. **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?	- Email - Toddle (or analogous) - Phone (important information, if emails were not reachable/responded) - Face-to-face if met at school, Parent-teacher conferences, student-led conferences - Additional workshops and coffee hours at school to involve parents in school life/students lives/creating positive and supportive environment