Plan for Managing the Learning Environment

Name: Nyinawumuntu Esperance
Student Grade level or Grade range (e.g. PK-5): Grade 6
Subject Area: French

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 classroom climate for me is one that gives students space for them to feel comfortable , in which students feel safe around the teacher, one that is a welcoming environment for students, in which students are allowed to express themselves freely and interact in constructive ways with both instructors and classmates and also in which diversity is celebrated. With all these I strongly think that a positive classroom environment has a big impact on students' learning and motivation which surely help students to succeed.   **Strategies for Positive Classroom Climate** ● Greeting students before the starting class, I believe this strategy really helps both students and the teacher to begin with a good spirit and positive interaction set for the whole day. ● Building relationships I think it is better to start building positive relationships with students and their parents as early as possible. It may be better starting with the first day of school. ● Promote class discussion and peer Interaction. ● Staying Connected with Students I also believe this is very important as you both benefit from that connection. ● Try to come up with projects Students can get excited about. ● Creating a sense of order and routine in the class for students helps to make them enter the classroom and immediately engage in a learning activity without any distractions. ● Trust I think as a teacher you should let or allow your students make some decisions,

allow them to have a say, let them feel like they participated in creating their environment.

Strategies or Modifications for Virtual Learning Environment
- Greeting students at the beginning of the class
- Set the norms such as:

Turning on the camera.

Muting yourself.

Being on time.

No interruption while someone is speaking.
- Keep students engaged such as asking them questions to encourage class to participate ,breaking out rooms for group activities and discussions or using exit ticket at the end.
- Using hand signals for easier communication.

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
We build positive relationships: getting students to open up and share shows that the teacher cares about the student's emotions and interests, and well-being and is also interested to know them, then it creates a strong relationship between students and teachers.   **We aim to always be respectful:** respect is a very important foundation in the development and maintenance of a healthy learning environment. It is respect that opens space for the development of trust and learning, students obeying their instructions in the class and behaving properly and treating each other with dignity

and respect.
- **We celebrate Success:** researchers tell us that celebrating student success in the classroom doesn't just make a student feel good. It also impacts their memory, learning, motivation, and other cognitive functions. It is the driver behind student motivation, self-esteem, and creating a positive classroom culture. A reward system is a great incentive that keeps students motivated and work better.
- **We Clean or organize our desks:** it's always a good idea to keep your classroom clean to show students the importance of living in a clean environment. This becomes a norm for students to be organized and keep track of their material and resources and avoid losing anything.

Strategies or Modifications for the Virtual Learning Environment

- **We aim to be respectful, actively listen to our teacher and peers when they are speaking.**
- **We turn our Cameras on.**
- **We attend and are on time.**
- **We raise our hands to ask questions or comment.**

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)**
Example: Entry Routine	- **Greeting students at the door as they come in.** **Modification:** For special cases, if the teacher is not present to greet each student

	for any reason, then the teacher will greet the whole class for the beginning and welcome students. If students are late they move to their seats and finalize entry without disturbing others. ● **Proceed with some warm-up** ● **Students check their bags to remove needed items.** ● **Bag is placed in the proper location** (locker, under or back of chair). ● **Students turn in homework/assignments**. **Modification:** If students have not finished homeworks they will communicate the issue to the teacher. ● **Return to one's seat, review the to-do day's agenda and begin working on it.** **Modification:** If students are unable to begin working on the activity for any reason, they are expected to communicate this and ask for help. ● **Prepare to discuss/reply to questions related to the activity**.
Example: Devices	● **Have a specific place for all devices** where students put their devices while entering the class. ● **Students get the devices during class** when needed. ● **Collecting and putting all devices a way to that specific place** once finished using them during class.
Example: Exit Routine	● **Assign homework** and what needs to be completed before the next class. **Modification:** If a student is absent, the student or parent will contact the teacher for missed assignments. ● **Apply the exit ticket** ● **Ask students to put their belongings back into their bags**, remain seated

	for the next class or get ready to go. **Modification**: Any borrowed supplies would be returned. ● **Clean up the classroom before leaving.** ● **Dismissing students**
Routines for the Online Classroom:	
Example: Entry Routine	● **Start the class on time,** make sure the camera is on, the audio is working and get familiar with the Virtual Classroom. ● **Greeting** each student by mentioning their name as they enter the virtual classroom. This allows students to feel noticed and welcomed. While waiting for other students you can also talk to some of them and ask how their day is going. ● **Do the warm-up** such as group time, some sharing, stretch,...
Example: During class	● **Share a to-do list for the day,** The teacher writes a list of the day's learning and activities and sends it to the chat box. This helps students to know exactly what the lesson is going to cover at the start of the lesson. ● **Breakout rooms** engaging students to do some group work or discussions ● **Review what you covered in the class**.

Example: Exit Routine	**Allow students to ask questions** about anything covered in the class. **Ask if there are questions related to the assignments assigned**, or how to submit them. **Allow students to reach out to you** and how to(any other way) if they have questions. **Thank students for attending** and saying goodbye to them. <u>**Allowing students to exit Modification:**</u> If time permits, do an exit ticket. A final question related to something covered in class that students complete before they exit.
<u>**Examples of cases when students do not follow routines**</u> 1. Students don't greet me back. 2. If students start chatting with each other and not following the routine 3. If a Student forgets to submit the homework. 4. If a Student does not follow norms. 5. Students do not get ready to go when it is time.	<u>**How I would deal with each example**</u> 1. Greet them but keep it in mind and see what happens next time. 2. Remind them at the beginning of the class. 3. Arrange to meet with the student in private and ask the reason. 4. Remind the student of the norms. 5. Engage and remind them that it is time to go.

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**
Entry Transition	- Teacher greets students as they enter and reminds them to quietly move to their seats. - Teacher reminds students to review the objectives, and the agenda of the day. - Teacher reminds students to raise their hands if there are any questions about the activity. - Students move quietly to their desk and begin independent activity raising their hands if they have questions. - Teacher asks a few questions about the activity and elicits responses from the students about it. - Students reply to the focus question of the day. - The Teacher takes time to recognize/praise students who have entered quietly and begin work and those who are aware of the objectives/agenda for the day. If there are special education and emergent bilingual students have a responsible student as a helper. If there is a physically disabled student, consider having the student positioned in the most convenient place for their ease of access, where movement is less restricted and convenient, like near the door, or near the board, depending on individual circumstances. - Give feedback and compliments for the desired effort and movement in the transition itself to establish and reinforce for future smooth transitions.

Changing subjects/content/activity	• Quick review of content (2-3 minutes). This can be performed in a variety of ways: Q&A, discussion, project sharing, a one sentence summary etc. • End the previous subject with a short video (this can help students unwind) before introducing the new subject • Before an activity related to the current subject being taught, the class can have a 1-minute activity (simon says, I spy, hangman, 20 jumping jacks, read a "did you know…" card. • If there are special education and emergent bilingual students, having visuals can be extremely helpful. For example, the "Did you know…" cards can be displayed on the screen or printed out. Those students can also have a buddy system in place so that they are supported by their peers. This also helps create a positive classroom and safe learning environment for all.
Retrieving learning materials (electronic devices, notebooks, books, etc.)	• Have classes divided into teams/groups, such as one team per table and have one table move to get the materials at once. • For passing out papers, have a sequenced chain established within the table for students to pass along the papers. **The same applies to devices** • Have classes divided into teams/groups, such as one team per table and have one table move to get devices at once. • For passing out devices, have a sequenced chain established within the table for students to pass along the devices in question.

	Give feedback and compliments for the desired effort and movement in the transition itself to establish and reinforce for future smooth transitions.
Bathroom Transitions	- Use a sign (students raise their hand,etc) showing they ask for permission to go to the bathroom, - The teacher responds quietly with a sign(without disturbing other students). - If one student asked for permission, the next one should wait for the first to be back. If there are special education and emergent bilingual students have a responsible student as a helper or any assistant who can take the student to the bathroom if needed.
Exit transition	- Teacher uses "attention getter". - Teacher communicates we have finished the activity. - Teacher starts discussing the daily HW. - Teacher asks 1-2 students what their HW is for the day and to share with the class. - Students reply by confirming what the homework is about. - Students collect their bags from their designated place and leave in an orderly respectful fashion. Give feedback and compliments for the desired effort and movement in the transition itself to establish and reinforce for future smooth transitions. If there are special education and emergent bilingual students have a responsible student as a helper.
Special adaptations	❖ **Language Barriers**

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- I would ask the teacher assistant to handle directions/transitions use hand signals once there is time to put them into place.
- Grouping would be done based on one's abilities. Higher level with higher level, or, higher level with lower level, based on the type of activity.
- ❖ **Learning Disabilities**

- I would use more visuals/hand signals for those with hearing disabilities.
- Another example is providing more oral instruction for those who's literacy skills are weak.
- I would understand clearly through meetings with the family things to avoid and not do.
- I would give more countdowns so as to communicate early and not surprise students who might be more sensitive to changes.
- I would check up on students with disabilities more frequently during activities, I would provide more immediate feedback on things, and would in general be more present for them as compared to those who can work more independently.
- Grouping would be done taking those with special needs/disabilities into consideration.

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Transitions for the Online Classroom:
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Entry Transition
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Ensure students log in on time and with their book open on their computer desk, sit center view so students are visible to everyone.

Give feedback and compliments for the
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	desired log in and set up procedure in the entry transition itself to establish and reinforce for smooth future online entry transitions.
Changing subjects/content/activity	● From transitioning from a breakout room to the main group use the breakout room timer. ● From transitioning from break out room to the main group have one member from each breakout room summarize the breakout rooms discussion. Alternatively have all members write one key word from the discussion in the group chat.
Bathroom Transitions	● Use a sign (students raise their hand,etc) showing they ask for permission to go to the bathroom, ● The teacher responds with a private message to the student allowing him/her to go. ● The student turns off the camera and go/once back the student turns on the camera.
Exit transition	● Teacher **uses an exit ticket**. ● After getting the exit tickets students are allowed to exit. ● If there are special education and emergent bilingual students have a responsible student as a helper or the teacher notifies them by sending private messages.

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**
❖ *Witnessing Domestic Violence* **Symptoms** - Stomachache - Headaches - Anxiety or increased fear - Anger - Depression - Loss of interest in school/friends - Sleep problems, including nightmares - Increased aggression - PTSD	- Create a strong bond between the student - Consistency in the classroom - Predictable environment - Emotionally safe space - Allow students to share their stories - Reassure them that what happened wasn't their fault - Refer the student to professional - School Counselor - Social Worker - Psychologist
❖ *Serious accidents or life-threatening illness* **Symptoms** - Stress - Depression - Anxiety - Panic attacks - Shock - Anger - Nervousness - Worry - Fear - Loneliness - Embarrassment - Chronic fatigue or exhaustion - Mood swings - Loss of appetite	**Positive relationships** Building relational trust involves simple teaching practices such as smiling, sharing parts of your life with your students, getting to know your students as individuals, and using yourself as a role model of a reliable and regulated adult. **Positive physical space:** The physical layout and look of your classroom can be used to build positive emotions. Putting up positive visuals and quotes can inspire creative thinking and teamwork in your students. Increased natural light or soft lighting can enhance an open, warm, and relaxing environment. Create a mindfulness corner, a dedicated space that students can visit when they need to regulate their stress response. **Positive priming:** Teachers have found that brain breaks are most effective when students reflect on the

type of energy they need at that moment for learning: Escalating brain breaks build positive energy and emotions such as joy, happiness, and wonder, while de-escalating brain breaks build calm emotions such as contentment and serenity, which help a student to feel safe and focused.

- **Using character strengths**

Teaching strengths in schools has been shown to increase achievement and well-being. All students, especially trauma-affected students, need opportunities to identify, recognize, practice, and use their character strengths, which include qualities like kindness, humor, creativity, and bravery.

- **Building resilience**

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. Teachers can also use moments in the learning process when students feel frustration or self-doubt to coach them on how to dispute their pessimism and automatic negative thinking ("I can't do this"; "I'm dumb") to make room for optimism and constructive thinking ("Maybe I'm tired and I need a break"; "I solved the problem last week and I can do it again"; "It takes me a little longer than others, but I've come a long way"). Learning resilience skills can provide an internal psychological buffer for students when they are outside of school, as well as providing empowering experiences at school.

❖ *Ongoing Neglect by Caregivers*

<u>**Symptoms**</u>

- Health and Developmental Issues
- Cognitive Impairments
- Social and Behavioral Problems
- Acting out or being withdrawn

- Providing the child with his or her own desk to be responsible for.
- If the child is being involved in the court system, it's a good idea to take him/her to visit a courtroom to "demystify" the court system.
- For foster children, teachers can contact the case worker to get more information about the child's background to better understand the child's situation and needs.
- Ensure the child feels that they are not perceived differently and that their possessions at school are still their own.
- Teachers can make these students see adults in a positive, supportive, and caring role.
- Creative classroom experiences can further enhance the healing process.
- Using a "Feelings Barometer" for children to move an indicator to a different facial expression to state how they are feeling and why.
- Include "Creative Problem Solving" strategies as part of the curriculum, as learning these strategies may empower these students.
- School programs for parents.
- Teaching socialization skills.

❖ *Family Break up/ Divorce* **Symptoms** ● Behavior Problems ● Poor Academic Performance ● Risk-Taking Behaviors	● **Focus on relationship building.** The one major variable in how students fare in the end, whether their parents get a divorce or not, is parental conflict (Afifi, 2012). Modeling social skills and giving opportunities to grow these relationship building skills may be an area that needs critical attention. Project based learning and working in groups is a wonderful way to do this (Edutopia, 2013). ● **Use Consistent Discipline** A study published in 2011 showed effective discipline after divorce reduced delinquency and improved academic performance. ● **Monitor Adolescents Closely** Pay close attention to what teens are doing and who they spend their time with, adolescents are less likely to exhibit behavior problems following a divorce. That means a reduced chance of using substances and fewer academic problems. ● **Teach Coping Skills** Kids with active coping strategies, like problem-solving skills and cognitive restructuring skills, adapt better to divorce. ● **Help Kids Feel Safe** Fear of abandonment and concerns about the future can cause a lot of anxiety. But helping children feel loved, safe, and secure can not only reduce clinginess but also diminish the risk of mental health problems. ● **Get Professional Help** Consider discussing talk therapy and other strategies for self-care for the student.

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**
● *Book Creator*	Book creator is an app for Google Chrome, a few other browsers, and the iPad that enables students to create and read multimodal digital books. It is an ideal tool for enhancing student engagement through story creation and multimedia design. When creating their own books, students can either generate their own content (by typing, drawing or uploading self-made videos, audio files, and images) or they can get online multimedia resources from the Internet. Book Creator can also be used in project-based learning activities because it allows real-time collaboration for multiple students to create one book. While students will get the most educational benefit out of designing their own books, they can also read multimodal books designed by others to enrich their knowledge. **Advantages** ● Easy to use (Tutorials are easy to find). ● Can add sound to narrate, help scaffold the theme or concepts. ● Supports collaboration between students. ● Great for both teacher and student use. ● Simple photo upload process. ● Export easily to .pdf, video and I-publisher. ● Affordable - Free trial version available, $7.99 for the full version. ● Book Creator for iPad is available with a 50% discount for educational institutions purchasing 20 or more copies through Apple's Volume Purchase Program. **Disadvantages** ● Cost - Both of the iPads and the application cost. ● Reliant on Wi-Fi.

	- Hard to manage sizing issues. - No cropping tool. - Privacy issues. - Ethical considerations. I would love to explore such an interesting app, as I believe it will help students develop their creativity and help develop their research skills. I would use it as a writing and reading project.
● *Plickers*	Plickers is a free, accessible, and engaging educational tool used by millions of teachers around the world to assess their students and collect instant results in the classroom. I believe Pickers is a powerful tool that allows students to experience a fun learning environment that engages students a lot as they watch to see if their card is scanned and their answers are displayed and whether they got the answer correct or not. It also helps teachers to collect data on students' performance and check in on students' understanding regarding a certain lesson objective that is in the poll questions. Suchman educational platform that is interactive without students being connected to screens all day, I believe is an edge that makes the app different from all platforms as well as it allows students to be engaged in a different manner.
Technology for the Online Classroom:	
● *Voki*	Voki is another interesting app that allows users to create personalized speaking avatars and use them to recreate historical actors, unique characters, or other figures. By controlling their voices, students can use their avatars for role play. It is used for writing and grammar as it is a new interesting way for students to learn from their mistakes while writing and checking on their grammar. Listen to what they wrote and see if they wrote it correctly. Iit is a very creative tool that would encourage students to learn in a fun way, especially creating a character. It is a fun tool that students can use for homework, classwork or projects. Customize their appearance and what they say, and share with others!

		Shy students can use Voki to express feelings and share writing with the class, but it's better to make sure they don't get used to hiding behind an avatar. **Advantages** ● Gives students a voice ● Motivational ● Enhances reading, writing, listening, and speaking skills. **Disadvantages** ● Customization is limited. ● Audio time is limited to 60 seconds. ● To get more useful utilization as an educational tool, you need to subscribe to Voki Classroom. I would love to use it especially in introducing spelling words and would require students to write sentences.
●	*Book Creator*	Book creator is an app for Google Chrome, a few other browsers, and the iPad that enables students to create and read multimodal digital books. It is an ideal tool for enhancing student engagement through story creation and multimedia design. When creating their own books, students can either generate their own content (by typing, drawing or uploading self-made videos, audio files, and images) or they can get online multimedia resources from the Internet. Book Creator can also be used in project-based learning activities because it allows real-time collaboration for multiple students to create one book. While students will get the most educational benefit out of designing their own books, they can also read multimodal books designed by others to enrich their knowledge. **Advantages** ■ Easy to use (Tutorials are easy to find). ■ Can add sound to narrate, help scaffold the theme or concepts. ■ Supports collaboration between students. ■ Great for both teacher and student use. ■ Simple photo upload process. ■ Export easily to .pdf, video and I-publisher. ■ Affordable - Free trial version available, $7.99 for the full version. ■ Book Creator for iPad is available with a 50% discount for educational institutions purchasing 20 or more copies through

	Apple's Volume Purchase Program. **Disadvantages** • Cost - Both of the iPads and the application cost. • Reliant on Wi-Fi. • Hard to manage sizing issues. • No cropping tool. • Privacy issues. • Ethical considerations. I would love to explore such an interesting app, as I believe it will help students develop their creativity and help develop their research skills. I would use it as a writing and reading project.

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?	• **Face-to-face meetings**. I strongly believe this is the first and most important tool I would use to communicate with families, as I believe in the importance of having a face to face discussion. • **We Chat**, this is a great tool here in China, and it is the tool of choice when communicating with parents as everyone uses it. • **Homework Assignments**, daily notes from teacher to parents, can be added to HW assignments being sent home to keep each other informed. This may be typically done via a folder with content in it, then given to the student to take home. Parents can also reply back to the teacher using the paper. • **Email** : I would send email to parents as a more direct way of communication. also email directly if

	there is a change in pickup or clarification on an afterschool activity.
Reporting Requirements for Suspected Child Abuse:	The five types of abuse that must be reported are: ● Physical abuse, ● Sexual abuse ● Emotional abuse ● Neglect ● Exposure to family violence. I think as a teacher I would first try to make the student feel safe and understood, then report it to the school leader and counselor, and follow the school's protocol for such incidents.