

Plan for Managing the Learning Environment

1. **Building Relationships:** Routine strategies are those methods you employ regularly to build and maintain relationships. Intervention strategies are used to overcome a relationship gap for specific students or situations.

Building Relationships	
Strategy for daily use	Description and Rationale
Greeting at the Door	Welcoming students each day with eye contact, their name, and a brief positive exchange sets the tone and shows care for the day. This habit creates familiar trust and reinforces student belonging, evidenced through both the "Building Strong Relationships" and Rita Pierson's "Every Kid Needs a Champion" videos.
Interest Surveys and Journaling	Having the students express their interests through surveys or weekly journals helps to foster a sense of connection and enables the teacher to customize instruction and class discussions. The students then feel heard and seen.
Consistent Check-ins and Circles	Morning meetings or weekly check-ins give students a space to express how they are feeling and what is happening in their lives. These moments of community building enable empathy, respect for peers, and classroom awareness of student needs for teachers.
Strategy for interventions	Description and Rationale
Mentorship/Buddy System	Give under-performing students a peer or teacher mentor to build trust with them and have a familiar support person in the classroom.
Two-by-Ten Strategy	Take ten consecutive days to spend two minutes a day having a non-academic conversation with a struggling student. This builds rapport and shatters relational walls.
Restorative Check-ins	Whenever there are conflicts or gaps, conduct a one-on-one session with the student for a restorative conversation that centers on respect, dignity, and future improvement.

References:

1. Pierson, R. (2013, May). *Every kid needs a champion* [Video]. TED Conferences.
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion
2. Edutopia. (2018, October 22). *Building strong relationships with students* [Video]. YouTube.
<https://www.youtube.com/watch?v=U3nT2KDAGOc>

2. **Classroom Norms:** Classroom norms are the foundation of a safe, engaging, student-centered learning environment. List 3-5 explicit, concise, and positively framed norms that will guide the learning environment.

Classroom Norms and Behavior Expectations	
1. Respect yourself, others, and our space. a. Be considerate, listen when spoken to, and take care of materials and common areas. 2. Be ready to learn and do your best. a. Take your materials along with you, be an active participant, and work your best on all assignments. 3. Be kind in action and speech. a. Encourage each other, show sympathy, and resolve disagreements kindly. 4. Explore, ask questions, and risk being wrong. a. It is alright to make mistakes—learning is a process, and being inquisitive is alright. 5. Follow instructions the first time. a. Assists in keeping our class running smoothly and allows everyone to be successful.	
Strategies or Modifications for the Virtual Learning Environment	
1. Respect yourself, others, and our space a. Mute your mic when not talking and be respectful in your chat and video chat interactions. 2. Be ready to learn and do your best a. Log in on time with materials ready, sit in a quiet location, and avoid distractions like phones or games. 3. Be kind in actions and speech a. Only post positive, supportive comments in a discussion board or in chat. Use video conference aids (e.g., emojis or “raise hand”) to assist others. 4. Explore, ask questions, and risk being wrong. a. Pose questions via chat, discussion boards, or direct messages. Join virtual polls or breakout rooms with no fear of being wrong. 5. Follow instructions the first time a. Listen carefully to teacher instructions during video calls, and stick to timetables or assignment parameters that are posted on your learning platform.	

References:

1. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). Reunite, renew, and thrive: Social and emotional learning (SEL) roadmap for reopening school. <https://casel.org/reopen-school/>
2. Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. Educational Leadership, 61(1), 6–13. <https://www.ascd.org/el/articles/the-key-to-classroom-management>
3. Rimm-Kaufman, S. E., & Sandilos, L. E. (2011). Improving students’ relationships with teachers to provide essential supports for learning. American Psychological Association. <https://www.apa.org/education-career/k12/relationships>

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 classroom.

Clear Routines and Procedures	
Situation	Steps and accommodations (as needed)
1. <i>Entry Routine</i>	- Students quietly enter the room, hang up their belongings, say hi to the teacher, and begin the posted "Do Now" activity. - Modification: Noisily coming in the room or for missing the "Do Now" receives quiet reminding. Chronic off-task behavior warrants one-to-one meeting and reteaching of the expectations during non-instruction time.
2. <i>Transition Between Activities</i>	- Teacher uses verbal cues or chimes to remind the pupils to transition. Students transition quietly and swiftly to the next station or task in 30 seconds. - Modification: Students who experience slow transitions or noise transitions will be stopped as a group and restarted. It is possible to include the addition of some visual countdown to aid in the timing, and the procedure will be cycled as appropriate.
3. <i>End-of-Day Routine</i>	- Students clean the area around them, pack up, journal the day in pairs or individually, and wait to be dismissed by row. - Modification: Should the students hustle around or be noisy, the class will stop and rebalance expectations. The teacher will positively reinforce the mention of students displaying proper behavior.
Routines for the Online Classroom:	
1. <i>Virtual Entry Procedure</i>	- Students arrive 5 minutes prior to class, introduce themselves to the teacher in the chat room, audio/video check, and start the posted warm-up exercise. - Modification: If the student is frequently late or off-task, the teacher will send the student's runaway message to the student's caretaker or schedule the student for a quick check-in meeting to resolve connectivity or time management barriers.
2. <i>Breakout Room Transitions</i>	- Students were given clear guidelines before getting into the breakout rooms, including roles (e.g., note-taker, speaker), activities, and time allocations. - Modification: For off-task sitting behavior from pupils,

	the teacher shall create room checks for one-to-one reminders or reteaching during spot-checks. Utilizing one shared document would make individual accountability easier.
3. <i>Virtual Exit Procedure</i>	- Students fill in the concise exit ticket (Jamboard or Google Form), pose last questions in the chat box, wave off saying goodbye before signing off. - Modification: Students who don't return the exit tickets/or leave before time will receive a reminder and follow-up email. Repeated missing patterns of exit response will result in contacting the parent or guardian for the aims of discussing the support mechanisms.

References:

1. Evertson, C. M., & Emmer, E. T. (2017). *Classroom management for elementary teachers* (10th ed.). Pearson.
2. Tucker, C. (2020). *Balance with blended learning: Partner with your students to reimagine learning and rethink the traditional classroom*. Corwin.

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 when you add a new student to your class.

Transitions	
Situation	Steps
1. <i>Entering the Classroom</i>	- Greet teacher when entering - Unpack and store items in cubby - Take assigned seat and start bellwork <i>Support Strategy:</i> Offer a checklist of pictures at work stations for ADHD students and English Learners
2. <i>Transition Between Subjects</i>	- Teacher uses chime to signal transition - Students close books and put away in desk - Students take out next subject's materials <i>Support Strategy:</i> Use of color-coded folders according to subjects as tools of easy identification

3. <i>Bathroom Break</i>	● Raise a hand and show silent hand sign ● Teacher nods and hands bathroom pass ● Student signs out and leaves quietly ○ <i>Support Strategy:</i> Provide sentence frames or visuals for ELs; allow extra time if needed
4. <i>From Group Work to Independent Work</i>	● The teacher says, “You have 30 seconds to clear the work area and set out solo work.” ● Countdown timer begins ● Students go back to desks and start next activity ○ <i>Support Strategy:</i> Use first/then boards to visually model the change
5. <i>Lining Up for Lunch/Recess</i>	● Teacher calls students by table group or color ● Students line up quietly, facing forward ● Leader holds door if assigned ○ <i>Support Strategy:</i> Numbered line spots on the floor with names/pictures
6. <i>Dismissal Transition</i>	● Chime signals students to clean up materials and put things in their place. ● Students collect their belongings from their cubby. ● Students line up, facing forward, at the door. ● Students say goodbye as they exit the classroom. ○ <i>Support Strategy:</i> Provide step-by-step visual chart with pictures and text showing each part of the dismissal routine (e.g., “Put folder in backpack,” “Put on coat,” “Sit on carpet,” “Wait for name to be called”).
Transitions for the Online Classroom:	
1. <i>Logging In/Entering the Virtual Classroom</i>	● Students login early (5 mins. before) ● Welcome slide with fun music or gif ● Teacher welcomes each student by name ○ <i>Support Strategy:</i> Provide

	multilingual picture-based guides for signing in
2. <i>Switching Activities</i>	● Use of digital timers ● Visual slide cues like “Now it’s time for...” ○ <i>Support Strategy:</i> Verbal and written instructions in chat
3. <i>Brain Break</i>	● Scheduled breaks with countdown timer ● The teacher says “See you in 3 minutes!” with relaxation song or movement video ○ <i>Support Strategy:</i> Teacher participation to provide students comfort in community.
4. <i>Off-Screen Activity Transition</i>	● The teacher gives verbal and visual instructions (e.g., “Draw your family”). ● Show a sample. ● Set a timer for 5–10 minutes. ● Students work off-screen. ○ <i>Support Strategy:</i> Extend Time and Reduce Pressure and/or allow students who need extra time to finish during a break or show their drawing later to reduce stress.
5. <i>Return from Break/Activity</i>	● Visual countdown timer ends ● Teacher calls students by name to share ● Students hold up work or unmute to respond ○ <i>Support Strategy:</i> Preview and Rehearse Sharing Expectations. Practice how to “share” work on camera using sentence frames like “This is my __,” or “I drew __.”
6. <i>Finishing Class / Signing Off</i>	● Teacher summarizes day ● Students complete “Exit form” (Jamboard, Google Form, or chat) ● Teacher says goodbye with personalized feedback ○ <i>Support Strategy:</i> Sentence starters for ELs (“Today I learned...”)

References:

1. Evertson, C. M., & Emmer, E. T. (2017). Classroom management for elementary teachers (10th ed.). Pearson.
2. Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (3rd ed.). ASCD.
3. International Society for Technology in Education (ISTE). (n.d.). ISTE standards for educators. <https://www.iste.org/standards/educators>
5. **An Information-Intensive Environment:** Creating an information-intensive environment, including various print and digital texts that are developmentally appropriate for your students, can enhance student vocabulary and contribute to a positive classroom climate. This section outlines the steps 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

1. **Classroom Library:** Curate a rotating collection of fiction and nonfiction texts at various reading levels and topics that reflect students' cultures and interests.
2. **Digital Access:** Provide logins for platforms like Epic!, Newsela, or TumbleBooks for home and in-class reading.
3. **Visual Supports:** Post word walls, anchor charts, sentence stems, and academic vocabulary.
4. **Integrated Literacy Activities:** Pair oral storytelling with journaling; use read-alouds to spark discussion and text-to-self connections.
5. **Student Voice:** Let students recommend books and lead read-alouds to encourage ownership over language and literacy.

How will your information-intensive environment impact your classroom climate?

My information intensive environment will create a classroom climate that is inclusive, engaging, and centered around student growth. By surrounding students with developmentally appropriate print and digital texts, along with frequent opportunities to speak, listen, read, and write, I will foster curiosity and build confidence. Students will feel empowered to take academic risks, explore diverse perspectives, and express themselves openly. This constant interaction with language will promote respect, empathy, and collaboration, helping to build a positive, supportive learning community where every student feels valued and capable of success.

References:

1. Just Right Reader. (n.d.). *Creating a literacy rich classroom*.
<https://justrightreader.com/blogs/news/creating-a-literacy-rich-classroom>
 2. Mometrix Test Preparation. (n.d.). *Characteristics of literacy rich content area classrooms*.
<https://www.mometrix.com/academy/characteristics-of-literacy-rich-content-area-classrooms/>
 3. Reading Rockets. (n.d.). *Literacy rich environments*.
<https://www.readingrockets.org/topics/classroom-management/articles/literacy-rich-environments>
 4. The National Children's Book and Literacy Alliance. (n.d.). *Create a language rich environment for your students*.
<https://thencbla.org/education/teacher-handbook/create-a-language-rich-environment-for-your-students/>
6. **Technology Tools:** Technology can improve how 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. Identify some technology tools for managing the learning environment in a physical and online classroom and explain how you plan to use each.

Technology for the Classroom	
Technology	Rationale and Use
1. Canva for Classroom	Canva allows students to create posters, infographics, and presentations, encouraging creativity and enhancing visual learning in the physical classroom.
2. ClassDojo	ClassDojo helps manage classroom behavior by awarding points and sharing feedback with students and families, encouraging self-regulation and positive reinforcement in real time.
3. Nearpod	Used with classroom devices or smartboards, Nearpod transforms lessons with live polls, quizzes, and visuals, driving participation and real-time feedback.
4. Kahoot!	Kahoot! turns lesson reviews into interactive games, boosting engagement and providing quick formative assessment in a fun, competitive format.
5. PBIS Rewards	This tool supports schoolwide behavior systems by tracking and

	rewarding positive student actions, promoting a respectful and motivating in-class environment.
Technology for the Online Classroom:	
1. Edpuzzle	Edpuzzle allows teachers to embed questions into videos and track responses, keeping students engaged and accountable during asynchronous learning.
2. Flip	Flip promotes student voice by allowing video-based responses, encouraging participation and deeper discussion in virtual settings.
3. Google Classroom	Google Classroom streamlines assignment distribution, grading, and communication, making it essential for managing online student workflow and engagement.
4. GoGuardian	GoGuardian enables teachers to monitor and redirect student online activity, ensuring focus and safety during virtual learning sessions.
5. Seesaw	Seesaw allows students to document their learning through multimedia journals, promoting reflection and family involvement whether learning at home or in school.

References

1. Canva. (n.d.). *Canva for Education*. <https://www.canva.com/education/>
2. ClassDojo. (n.d.). *ClassDojo*. <https://www.classdojo.com/>
3. Nearpod. (n.d.). *Nearpod*. <https://www.nearpod.com/>
4. Kahoot!. (n.d.). *Kahoot!*. <https://kahoot.com/>
5. PBIS Rewards. (n.d.). *PBIS Rewards*. <https://www.pbisrewards.com/>
6. Edpuzzle. (n.d.). *Edpuzzle*. <https://edpuzzle.com/>
7. Flip. (n.d.). *Flip*. <https://info.flip.com/>
8. Google. (n.d.). *Google Classroom*. <https://classroom.google.com/>
9. GoGuardian. (n.d.). *GoGuardian*. <https://www.goguardian.com/>
10. Seesaw Learning, Inc. (n.d.). *Seesaw*. <https://web.seesaw.me/>

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. If your environment does not allow family communication, identify how you would provide regular communication with school administrators.

Family Communication	
Tools for Regular Communication: What tools will you use to ensure that you regularly communicate students' progress, achievements, and behaviors to families?	To provide regular and effective communication with families, I will employ both technology-based and conventional tools to convey information about students' progress, accomplishments, and behavior. In particular, I will utilize ClassDojo as my main tool for daily behavior monitoring and instantaneous messages to families. With this tool, I can provide real-time feedback and positive reports, which help create trust and openness with caregivers. Additionally, I will utilize Remind for time-sensitive notifications like upcoming events, homework alerts, or special announcements. For more detailed updates, I will publish monthly newsletters, accessible in print and digital formats, to showcase classroom successes, upcoming targets, and how families can reinforce learning in the home. For those families who prefer not to communicate digitally or have limited technology access, I will offer paper progress reports and arrange phone calls or face-to-face conferences as necessary. I will also make all communication culturally responsive and accessible by providing <i>translated documents and interpreters</i> as necessary. If I am in an environment where communication with families is restricted or not feasible, I will have ongoing communication with school administrators through weekly meetings and thorough documentation of student behavior, academic performance, and any issues that may occur. This helps keep the student's support team aware and on the same page in addressing their needs.

References

1. IRIS Center. (n.d.). *Family Engagement: Collaborating with Families of Students with Disabilities*. Vanderbilt University. <https://iris.peabody.vanderbilt.edu/module/fam/>
2. Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.

8. **Students' Needs & Behaviors:** Complete the chart below with possible behaviors that students might exhibit based on their needs.

Needs and Behaviors	
If a student has ____ need,	these are potential behaviors.
Physiological	• May fall asleep during class activities. • Shows difficulty concentrating or staying engaged. • Frequently mentions feeling hungry. • Appears in clothing that is not clean or appropriate for the weather.
Safety	• Demonstrates anxiety or overly cautious actions. • Struggles to trust teachers or classmates. • Displays aggressive behavior or seems constantly on edge. • Misses class often or expresses a desire to leave.
Love and Belonging	• Tends to isolate themselves or avoid social interaction. • Frequently talks out of turn or seeks attention from peers and teachers. • Quickly forms intense attachments to individuals. • Reacts strongly to perceived exclusion or conflict.
Esteem	• Hesitant to participate or take academic risks. • Often looks for validation or reassurance. • Brags or exaggerates accomplishments to feel important. • Easily gives up when faced with challenges.
Self-Actualization	• Shows a strong interest in learning and exploring new ideas. • Pursues difficult tasks and enjoys personal growth. • Demonstrates self-direction and internal motivation. • Encourages and supports the learning of classmates.



References

1. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
<https://doi.org/10.1037/h0054346>
2. McLeod, S. (2020). Maslow's hierarchy of needs. *Simply Psychology*.
<https://www.simplypsychology.org/maslow.html>
3. Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1998). *Maintaining sanity in the classroom: Classroom management techniques* (2nd ed.). Taylor & Francis.