

Establish Classroom Expectations, Routines, and Procedures

- ReTeach/Refreshers
- Common Language
- Common theme – “stars”
- Make positive statements
- Rules posted
- Talk through – be explicit
- Using visual cues for organizing movement (lines on floor)
- Follow the smiles
- Hallway movement
- Cafeteria procedures
- Create school wide procedures for various settings at all levels of expected behaviors
- School-wide expectations posted
- Want to align classroom with school-wide
- Want more consistency among grade levels
- Spending time teaching social routines, responses, etc.
- Re-teaching behaviors
- Teaching how to transition
- Administrators help lead the expectation sessions for all students
- Hand signals
- Specific routines to being day/class
- Procedures for handing in papers
- Procedures for walking down hall
- School-wide “quiet” signal
- Consistency – “everyone on the same page for school rules”
- School-wide expectations
- Community codes are visible
- Classroom expectations posted with student input
- Written routines and practices are posted
- School-wide system to address noise level in various settings
- 3 S L
- Strategies to promote positive behaviors

Teach Classroom Expectations, Routine, and Procedures

- Consistency helps students who travel to different teachers – helps teachers as well
- Discipline team at school develop rules and expectations
- Allowing teachers to buy in and come up with ideas on their own
- Training/modeling WITH follow-up to ensure consistency
- Buddy-up teachers to explore strategies
- Use morning meeting demonstrations for faculty
- Talk with colleagues for ideas
- Embed in classroom instruction
- Behavior contract with students
- Re-teach regularly
- Visual reminders
- Shared beliefs, values, consistency
- Team mentality/community
- Various partnerships
- Barrier: lack of time and support/inconsistency
- Solutions: use teachable moments to teach appropriate behaviors (saves time) and create expectations collaboratively so there is ownership school wide
- Teach core behaviors at the beginning – review periodically
- Faculty meeting discussion for establishing consistency
- Using I/E for review behavior expectations
- Inconsistent expectations
- Write expectations so everyone knows what they are
- Leadership expectations
- Know what central office leadership expectations are
- Inconsistent application of policy – monitor implementation of policy
- Time – make it a part of everyday activities/guidance lessons
- Share behavior data before and after teaching to demonstrate effectiveness
- Specific behavior data rarely exists – focus on academics
- Collect and record behavior data in a manner similar to math/LA and make data based decisions
- Combating student cultural norms that are not necessarily compatible with school culture
- Teach “school” expectations and involve parents in this process
- Understanding how to “teach” those behaviors (eg. Task analysis and reinforcement) of what they need in their classrooms
- IDEA: Teacher training and professional development (systematic and intensive)

- Time – incorporating teaching skills in core lessons as well as setting aside time to address daily.
- Team player – each member responsible for same expectations
- Provide lesson plans for teachers
- Consistent reinforcement of staff
- Parent acknowledgement
- Class management
- Use of lunch one/month for discussion
- Growth chart for improvement
- Strategies to use – staff conduct action research to identify age-appropriate strategies
- Address with faculty during team meetings – review data / share

Practice Active Supervision

- Student to help other students – peer interaction
- Constant scanning/moving
- Periodic interaction/eye contact/etc.
- Create an M SI chart and have peer evaluation
- Teachers practice with active supervision
- Movement and scanning must be inconsistent in all classrooms
- Proximity
- Positive feedback
- Checking for understanding
- Veteran teachers demonstrating
- Peer observations with appropriate feedback
- Sharing/professional development
- What are you looking for when you are scanning
- Students record if teacher moves close and give feedback
- Physical set-up to facilitate moving
- Randomness
- Opportunity for compliments/caught being good
- Position in class is interaction
- Loop around room
- Approach from behavior-less confrontations
- Movement of teacher – prevents discipline
- Interacting provides feedback
- Include various activities into lessons
- Multiple opportunities to respond
- Integrate opportunities for formative assessment – use fingers on desk to indicate answer
- Private interaction
- “Friendly” accountability through scanning

Provide Opportunities to Respond

- Small white boards held up with answers
- White boards
- Snowball response – circle-up
- Students share with a neighbor
- If thumbs down ask “why disagree”
- Question box
- Clap once if you understand / clap twice if you do not
- Signal with thumbs
- Using the student partner to first discuss answer
- Tweet the answer
- Dry erase boards
- Share with neighbor
- Tell your neighbor, write down, share, tell the class, raise hand, give thumb down
- Using small whiteboards to allow students to answer without words
- Have pairs report out their answers
- Non-verbal responses – Writing Y/N answers on white boards or holding up sign with colors green/red
- Clickers for entire class response with immediate feedback
- Post-its responses
- Write in one sentence an explanation of your answer
- Individual response (on paper), followed by passing to another, trading classmate to modify or correct
- Tell a struggling student ahead of time what you will ask him, then ask this question during instruction
- Share with a neighbor and have pair share their thought
- Use dry erase marker to write answer directly on desk
- Creative opportunity to respond
- Individual response cards
- Using white boards to discuss and share questions posed
- I already use the “tell your neighbor” activity and it works well in my class
- Think pair share
- Think pair share
- Signing for understanding
- Use individual interactive white boards to have all students record their response to a question / use this with think/pair/share
- I use a lot of hand signals
 - 1 finger for yes, 2 for no
 - 1 for true, 2 for false
 - 1, 2, 3, or 4 fingers for A, B, C, or D answer choice
 - (Math) show me with your fingers how many . . .

- Sometimes, “show me on the desk before you show me in the air”
- Use a timer
- All students write on a small whiteboard their response/answer and hold it/them up
- Raise hand if you know an answer and tell it to another student
- Students respond by thinking, packing, and sharing with a peer
- Smart board responses – make into a table to use formative amount
- Pick from a can students names to respond
- Graffiti wall wordle
- Whiteboards to show and hold all accountable
- Graffiti wall
- When reading orally to students, I pause and allow them to read or say the word or words where I pause
- Have students stand if they comprehend or raise their hand – movement
- Sharing with neighbor to reduce anxiety
- White boards
- Thumbs up/down to check if directions are clear
- Thumbs up/thumbs down group response
- I loved Kara’s activity to collect responses to a barrier
- Visual on desk kids can use to indicate whether done, in need of help, etc.
- Asking the class for non-verbal responses to check for understanding
- 10/2 10 minutes teacher talk – 2 minutes student talk
- I like the use of dry erase boards
- Thumbs up or down to show student responses – great and immediate feedback
- Card sorts to prioritize / compare / categorize
- Provide opportunities to respond
 - Use a thumbs up response after got a one word written answer (preK and 2nd semester) of which melted first “ice” or butter. How many for “ice”
Thumbs up for butter.
- Exit tickets
- Dry erase boards to hold up
- Tell your neighbor
- Put your pencil down when you are finished

Consider Task Difficulty

- Early and continued stress on importance of developing relationships
- Outcomes/needs creating buy in
- Color coding – reduce answer choices
- Peer tutors
- Partner
- Video recording
- Dance party
- Choices:
 - Different ways to respond
 - Clickers
 - Tiered assignments/questions
 - White boards
- Differentiated project board
- Providing breaks between tasks
- Pick you best project to turn in
- Preplan most critical content all kids need
- Use peer tutors
- Team or co-planning for lesson design (UDL)
- You can do for all kids, even if they don't have an IEP
- Alternate response formats
- Vary response mode
- Away from peers / peer alternatives
- Break longer tasks into more manageable chunks
- Rehearsal between known and unknown
- Do not assume prior knowledge