

Management

Engaged Students and Teachers

- Greet students as they arrive
- Interaction with students throughout the day
- Teachers and students are involved in lessons
- Students are given feedback
- Students are able and expected to explain what they are learning
- Lessons progress at an appropriate pace so students are not disengaged

Enthusiastic Teachers

- Voice fluctuation appropriate to lesson
- “Fake it till you make it”- Students should see your excitement in everything you teach
- Teachers are not “silos” - Excited about collaboration (teachers)- don’t be closed off to ideas from others
- No Negative Nancy- don’t bring your negative thoughts to the classroom

Respect between adults and children and between peers

- Everyone is treated with dignity and respect.
- We don’t yell or use sarcasm.
- Developing relationships by showing transparency. Let students get to know you and get to know them so that you can show a genuine interest.
- Make every kid think they’re your favorite.
- Disruptions and misbehavior are rare but when they occur the teacher handles them without a major disruption to the learning.
- PBIS plan used with fidelity
- Everyone is important - Inclusion of all staff (support and certified staff)
- Gratitude toward fellow staff members (let them know how much you appreciate them).
- Celebrate the success of students and your colleagues

Consistency

- Sticking with it! Don’t give up when something doesn’t work the first time.
- Remain firm, fair and consistent.
- Equal isn’t fair, fair isn’t equal.
- Expectations should develop throughout the school year
- Students need routine to thrive.
- Explain and model procedures. Then revisit them throughout the year
- Preparation is important to consistency
 - Materials out and ready for the day

Organization

- Preparation-lesson plan, mental attitude (make sure you are ready for the day before your students arrive)
- In the classroom students need to know where things are/go, and are aware when things change.
- Teach students to maintain responsibility for the classroom
- Classrooms should be inviting.

Clear procedures & expectations

- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.
- Revisiting procedures and expectations throughout the year (especially after long breaks)
- Expectations are posted throughout the building.
- Specific examples- modeling correct and incorrect ways to do things. This is an ongoing process.

Flexibility

- Brain Breaks are incorporated throughout the day. At least every two hours.
- Reflecting and adjusting- think about what worked and what didn't. Use your peers as a sounding board to reflect and grow.
- Have a backup plan for what to do if lessons finish early
- Adjust lesson plans as needed- What if a lesson goes south?
- PBIS Plan used with fidelity - this includes students needing tier 2 and 3 behavior supports.
- Different expectations for different students.
- Flexible small groups and seating arrangement

