Setting up your class for success

Effective classroom managers are known not by what they do when misbehaviour occurs, but by what they do to set their classrooms up for academic success and to prevent problems from occurring (Brophy, 1998; Evertson & Emmer, 1982; Kounin, 1970). Studies continue to tell us that in many classrooms, up to half of the school day is lost to discipline and other non-instructional activities (Walber, 1988; Karweit, 1988). There is no doubt that academic learning time, or the amount of time that students are actively, successfully and productively engaged in learning, is a strong determinant of achievement (Fisher & Berliner, 1985; Denham & Lieberman, 1980; Brophy & Good, 1986). Eight effective classroom practices have been shown to increase the likelihood of appropriate behaviour and decrease problem behaviour while increasing academic learning time.

**TIER 1 UNIVERSAL SUPPORT – EFFECTIVE CLASSROOM PRACTICES:** All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

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| **Effective Classroom Practices** | **Staff Expectations to Support Student Behaviour** |
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| 1. Classroom Expectations
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 | * I have created and posted classroom rules aligned with school-wide expectations.
* I have filed a copy of my classroom rules in the office.
* 80% of my students can tell the classroom expectations and rules.
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| 1. Classroom Procedures and Routines
 | * I have used the Create Your Classroom Routines Checklist to develop my classroom routines.
* I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines.
* Students can verbalise and regularly demonstrate the classroom procedures and routines.
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| 1. Encouraging Expected Behaviour
 | * I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term).
* What is my method for providing specific positive feedback at a ratio of 4: 1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Can my students tell how they receive acknowledgement for appropriate behaviour? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| 1. Responding to Problem Behaviour
 | * I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanour.
* I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).
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| 1. Active Supervision
 | * I have designed the classroom plan to allow for ease of movement for active supervision.
* I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically.
* When designing a lesson, I consider student groupings, location and activity level.
* I provide positive contact, positive and corrective feedback while moving around the room.
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| 1. Opportunities to Respond
 | * I use a variety of strategies to increase student opportunities to respond (examples: turn and talk, guided notes, response cards).
* What strategy do I use to record students’ responses? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I regularly use wait time to increase student opportunity for metacognition.
* I regularly plan instructional questions and response methods prior to the lesson.
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| 1. Activity Sequencing and Choice
 | * I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.
* When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student’s success.
* I consider a variety of elements when offering students choice (order, materials, partner, location, type of task).
* I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
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| 1. Task Difficulty
 | * How do I make certain independent work contains 70-85% known elements (instructional level)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How do I make certain reading tasks are 93-97% known elements (independent)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I use a variety of strategies to adjust task difficulty.
* I scaffold tasks by modelling, providing guided practice and chunking multi-step directions and activities.
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