Setting up your class for success

**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.

|  |  |
| --- | --- |
| **Effective Classroom Practices** | **Staff expectations to support student behaviour** |
|

|  |
| --- |
| 1. Classroom Expectations
 |

 | * 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 verbalise and explain the classroom rules and expectations.
 |
| 1. Classroom Procedures and Routines
 | * I have created, posted, explicitly taught classroom procedures and routines.
* I have given students frequent specific performance feedback on classroom procedures and routines.
* Students can verbalise and regularly demonstrate the classroom procedures and routines.
 |
| 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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| 1. Responding to Inappropriate 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).
 |
| 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.
 |
| 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.
 |
| 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).
 |
| 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.
 |