



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Osceola Magnet

**Action Step
(number and
description):** 4.14 New Hire Orientation

**Evidence of Progress
Monitoring
(Please include
narrative/description
of the action taken.
Where applicable,
please include all
measurable data.)**

New teachers at school attend new teacher mentoring program and orientation, in addition to the STAR program for new teachers. I have ensured that new teachers are paired with Clinical-Educator teacher mentor.

**Results of Action
Taken:**

Completed an article study with New Teacher on attached document prior to the September training.

Reflection:

This process will be reoccurring on a monthly basis

Teacher Resources

Tips on Building Classroom Procedures and Routines:



How to have a well-managed classroom

Note: The following references and excerpts taken from three sources:

1. How to be an effective teacher, The First Days of School, by Harry and Rosemary Wong
2. Discipline in the School, by Hartwig and Ruesch
3. Experienced middle school teachers

What is classroom management?

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place. It is not about presenting lessons of lectures, worksheets, videos, and discussions and then when problems arise it's time to discipline. Class management includes all of the things that a teacher must do toward two ends:

1. To foster student involvement and cooperation in all classroom activities.
2. To establish a productive working environment.

To foster student involvement and cooperation in all classroom activities, the effective teacher plans a variety of activities that are appropriate for learning. These activities may include reading, taking notes, participating in group work, discussions, and producing materials. An effective teacher knows that the goal is to have every student involved and cooperating in all of the activities and for the duration.

To establish a productive working environment, the effective teacher plans ahead. Students must pay attention, be cooperative and respectful of each other, exhibit self-discipline, and remain on task. In addition, the room must have a positive climate, all materials must be ready and organized, and the furniture must be arranged for productive work.

Effective classrooms are characterized by order, appropriate reinforcement of rules, and purposeful activity. Successful classroom management is characterized by the teacher's productive use of instructional time and by transition from one activity to the next with minimal disruption and wasted time. Creating an atmosphere of participation where students are willing to work and are inherently interested in working can be self-reinforcing and productive.



These characteristics of effective classrooms can be summarized into four points:

1. **Students are involved in their work.**
2. **Students know what is expected of them and are generally successful.**
3. **There is relatively little wasted time, confusion, or disruption.**
4. **The climate of the classroom is work-oriented and pleasant.**

What are classroom procedures?

Procedures are simply a set of steps, methods, or processes for how things are done in the classroom. They are not rules. From the first day of school the learning, practicing, and reinforcement of procedures are essential for a smooth running classroom. When your students know how the class is run, they will be more willing to do whatever you want them to do.

When you teach, practice, and reinforce the learning of procedures at the beginning of the year or as needed throughout the year your class will begin to run on “automatic pilot”. The following are examples of classroom procedures that students can learn.

Entering the classroom and sitting down	Handing in papers
Getting to work immediately	Returning student work
When you are tardy	Exchanging papers
End-of-period class dismissal	Getting materials without disturbing others
Listening to and responding to questions	Moving about the room
Participating in classroom discussion	Going to the library
When you need a pen or pencil	Headings on papers
Keeping your desk, table, or chair orderly	When you finish early
Checking out classroom reference materials	Returning to a task after an interruption
Getting classroom attention	Asking a question or requesting help
When you are absent	When intercom announcements are made
Working cooperatively	Walking in the hallway when moving as a class
Changing groups	Responding to a fire drill
Keeping your notebook/trapper	When visitors are in the classroom
Going to the office	If the teacher is out of the classroom
When you want to know your class grade	If you are suddenly ill
Finding directions for each assignment	Saying “Thank you”

Remember, it is the procedures that set the class up for success to take place. When the students are taught them well enough the procedures will become a routine. Your students will operate automatically without prompting or supervision.

How do I teach procedures?

Effective teachers manage with procedures. Every time the teacher wants something done, there must be a procedure or a set of procedures.

The Three Steps to Teaching Classroom Procedures

1. Explain: State, explain, model, and demonstrate the procedure.

Explain:

- Define the procedure in concrete terms
- Demonstrate the procedure, don't just tell.
- Demonstrate a complex procedure step by step.

2. Rehearse: Rehearse and practice the procedure under your supervision.

Rehearse:

- Have students practice the procedure, step by step, under your supervision. After each step, make sure that the students have performed the step correctly.
- Have the students repeat the procedure until it becomes a routine. The students should be able to perform the procedure automatically without teacher supervision.

3. Reinforce: Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

Reinforce:

- Determine whether students have learned the procedure or whether they need further explanation, demonstration, or practice.
- Reteach the correct procedure if rehearsal is unacceptable and give corrective feedback.
- Praise the students when the rehearsal is acceptable.