EC’s PR Plan

The School Building Environment

Building Positive Relationships

- Adult ↔ Student Interactions
- Student ↔ Student Interactions
- Adult ↔ Adult Interactions (parents-community-colleagues)

School wide rules, expectations, and routines/procedures (posted in common areas)

- Hallways
- Cafeteria
- Restrooms
- Outdoor Areas
- Arrival and dismissal

Defining School Characteristics for a positive environment

- Structured, highly organized, and free from clutter
- Welcoming and inviting
- Student oriented
- Student work displayed
- Positive teacher-student interactions
- High academic expectations that are clearly communicated

Teacher Expectations

1. Teach expectations, rules, procedures, and routines through modeling, role-play, and direct teach
2. Re-teach at intervals throughout the year
3. Use active supervision; scan, move, and interact
4. Pre-correct (provide early reminders of expectations)
5. Positively reinforce with warmth and genuineness
6. Reinforcers are chosen based on student interest level
7. Make more positive affirmations than negative remarks (strive for a ratio of 3:1 positives to negatives)
8. Consistent implementation of the expectations, reinforcement and consequences – predetermined and communicated to all staff and students
9. Develop a clear consequence hierarchy

Resources

- Capturing Kids’ Hearts
- Conscious Discipline (PreK-3rd grade)
- Early Act First Knight – Elementary
- Love and Logic
- SAMA – De-escalation Strategies
- Nurturing Hearts
- Texas Behavior Support Initiative
- Spencer Henry
- Lee Cantor – Assertive Discipline
- Six Pillars of Character
- Fred Jones Tools for Teaching
- Bucket Filling
- Thomas Brown
Classroom Management

Consistent with School Wide Expectations

Classroom Rules

- Limited to 5
- Simply stated and presented in a positive way
- Always observable and measureable
- Behavior Management system is clearly displayed with consequences hierarchy
- Directly teach and reteach classroom rules at least 1 time every two weeks.

Set Classroom Procedures and Routines

- When students enter the classroom
- When students are dismissed
- When a student needs to sharpen a pencil
- When a student needs to use the restroom
- When students turn in homework
- When the teacher gives a signal to begin an activity
- When students transition from one activity to another
- When students physically move from a large group to a small group
- When the teacher is taking attendance
- When the phone or PA announcement is heard
- When students are putting away equipment or technology
- When students are cleaning up
- When students are viewing video clips
- When guest enter the classroom
- Emergency procedures
- Expectations for readiness to learn – having necessary supplies, on time, etc.

Physical Arrangement – Divide the classroom into logical work areas

- Student-centered
- Teacher is able to see all students easily
- Ability to monitor and assess students
- Establish traffic patterns for efficient student flow and safety
- Minimize distractions – pencil sharpener, supply area, etc.
- Special areas – computer stations, classroom library, etc.
- Safety – limit access to certain materials, minimize clutter

Teach Your Classroom Discipline Plan to Your Students

Talk to Your Administrator about Your Classroom Discipline Plan

Make an appointment before school begins with the person responsible for dealing with discipline issues at your school:

- Emphasize that you will attempt to handle behavior problems on your own before you ever ask for additional help.
- Ask for input on your plan.
- Discuss how you will make your first positive contact with each parent.
- Discuss what will happen when a student is sent from your class to the office.
- Discuss what will happen if the administrator is out of the building.
Positive Behavior Supports

Create a positive reinforcement system with positive expectations – use a variety of reinforces that are meaningful and that students value (Great Start Raffle or Student of the Week Bulletin Board) that recognizes responsible behavior and effort all year long.

- Cultivate a culture of respect and sensitivity
  - Teachers positively greet students at the door of the classroom
  - Build a classroom community of acceptance, value, accountability, and pride
  - Teacher redirects student behavior by using the following:
    - The “look”
    - Physical Proximity
    - Mention of the off-task student’s name while teaching
    - Proximity Praise
    - Choices offered
    - Cues-signals to the student to initiate, stop or change behavior
    - Private talk
    - Planned ignoring
  - Build positive student-teacher relationships
    - Speaking with respect, courtesy, and dignity
    - Teach and model appropriate, respectful verbalization and behaviors (say please and thank you)
    - Avoid power struggles (The second time a teacher opens his/her mouth either escalates or deescalates the conversation)
    - Use non-verbal cues for redirection
    - Send positive notes home or call home
    - Encourage and showcase student accomplishments and interests outside of school
    - Show belief, trust, and high expectations
    - Ensure fairness
    - Maintain eye contact and don’t interrupt when a student is speaking

Capturing Kids Hearts  4 questions to ask when dealing with misbehavior:

1. What are you doing?
   Ask twice and establish eye contact
   Create a moment of silence (wait time)
   You may instruct a student that does he may either answer the question or he should understand that he is choosing the consequence if he does not answer. Ask again, if still no answer, say, “so, you are choosing the consequence?”

2. What are you supposed to be doing?
   You may instruct a student that he may either answer the question or he should understand that he is choosing the consequence if he does not answer. Ask again, if still no answer, say, "so, you are choosing the consequence?"

3. What were/are you doing?
   You may instruct a student that does he may either answer the question or he should understand that he is choosing the consequence if he does not answer. Ask again, if still no answer, say, “so, you are choosing the consequence?”

4. What are you going to do about it?

5. For repeat offenders there is a 5th question: What is going to happen if you do this again?
   Always affirm and leave
   “You earn the right to discipline a child. If you haven’t won their hearts, you haven’t earned the right”- Flip Flippin
Ask the 4 questions when dealing with disrespect:

1. How are you talking to me?
   Ask twice and establish eye contact
   Create a moment of silence (wait time)
   You may instruct a student that does he may either answer the question or he should understand that he is choosing the consequence if he does not answer. Ask again, if still no answer, say, “so, you are choosing the consequence?”

2. How are you supposed to talk to me? How did we agree we were going to talk to each other? (social contract)
   You may instruct a student that does he may either answer the question or he should understand that he is choosing the consequence if he does not answer. Ask again, if still no answer, say, “so, you are choosing the consequence?”

3. How are you doing it?
4. You may instruct a student that does he may either answer the question or he should understand that he is choosing the consequence if he does not answer. Ask again, if still no answer, say, “so, you are choosing the consequence?”

5. So how are you going to talk to me next time?

**Academic Engagement**

- Create an area conducive to cooperative work time
- Minimize distractions (for example, avoid having students seated facing windows)
- Be cognizant of sustained attention span norms – approximately 1 minute for every year of age, plus or minus 4 minutes
- Provide students with a “state change” signal – wiggly, off-task students signal that their sustained attention span has expired
  - Examples to try for older kids
    - Have students stand up and stretch
    - Have students find a partner and discuss something from the lesson
    - Put on some music while students are working
    - Change in activity
  - Examples to try for the younger kids
    - Sing a song or recite a rhyme as a group
    - Stand up and shake the wiggles out
    - Move students from one area/center to another
    - Change in activity
- Teach and practice attention signals (visual and auditory)
- Play music softly during the activity, when it is time to focus students, the teacher holds up a hand and increased the volume (consider changing song along with the volume increase to signal a transition). Once the students are focused, the teacher can decrease the volume and begin with instructions.
- Teacher says “Hocus, pocus, everybody focus” and switched an imaginary (or real) wand. Students point their finger at the teacher and say “shazam (or some other magic-related word).
- Teacher claps twice, students clap twice, say “swoosh” while pretending to make an imaginary basket.
- The teacher says “rabbit, rabbit” while holding up his/her hand with the pointer and pinkie finger held up and the ring and middle finger down touching the thumb (this makes the shape of a rabbit if doing hand shadows) Students respond by holding their hands in the air with their fingers in the same position.
- Teacher says “hands on top” (auditory) and then places his/her hands on head (visual), Students say “everybody stop” (auditory) and place their hands on their head (visual)
The teacher says in a loud voice getting progressively softer with each number, “on 5 everybody is getting quiet, on 4 everybody is heading to their own seat, on 3 we are getting ready to listen, on 2 all eyes are on me.” When the teacher reaches one, he/she starts to give the directions in a normal speaking voice. The instructions given at each number can be change depending the activity.

The teacher says “1, 2” while holding up the corresponding fingers, students say “eyes on you”. The teacher then says, “3, 4” holding up the appropriate fingers and the students say, “talk no more.”

Set Procedures and Routines for Academic Activities:

- When you are giving a directed lesson in front of the class
- When students are working in small groups doing cooperative learning tasks
- When students are doing independent work
- When the class is having a group discussion
- When students are taking a test
- When students are working at independent lab stations
- When a student is making a presentation to the class

Positive Expectations

Quality teachers are the key to classroom success. Every class is dependent on the ability of the teacher to foster growth in the students. Teachers in El Campo schools will daily exemplify the following:

- **Affirm and Encourage Others** by providing an environment that encourages trial and error and applauds best efforts and strength in mistakes.
- **Demonstrate Genuine Caring** and deep concern for others and their future.
- **Demonstrate Professionalism** through our dress, conversations, teaching abilities, and people skills.
- **Master Motivational Skills** that reflect a commitment to developing quality individuals and leaders.
- **Public Speaking Skills** that enthusiastically and dynamically communicate the concepts taught.
- **Ability to Build Team** within the classroom. Possess basic understanding of group dynamics and how to create an environment for children where they feel safe to share and participate.
- **Ethical Conduct** by modeling appropriate behavior and by genuinely caring for young people.

Administrative Expectations

Administrators will monitor the learning environment through student and parent conferences and walkthroughs looking for advanced to proficient indicators on the “Creating a Learning Environment” Rubric. When classrooms are not operating at this level, administrators will document the deficiencies and with the teacher develop a plan to assist the teacher in meeting the expectations.

Each campus will produce one-pager listing campus non-negotiable teacher expectations in the following areas:

1. Classroom Management
2. Academic Engagement
3. Positive Expectations