

Classroom Environment, Routines and Procedures

As we walk through your classrooms 9/12-9/21, we will be focused on T-TESS Dimension 3.1: Classroom Environment, Routines and Procedures, the first step in personalizing small group instruction. Students need to know what is expected of them in your classroom before you can successfully begin working towards our instructional focus. In order to begin teacher-led small group instruction, procedures and routines must be in place, so students are engaged and successful in meaningful learning while you personalize learning in small groups. Establishing classroom procedures and routines helps you and the students make your classroom a more efficient, productive, and positive learning environment.

Listed below are examples of evidence of Classroom Environment, Routines and Procedures.

Procedures, Routines Clear and Efficient

- Students know what to do when they enter the classroom
- Classroom routines are written or students can describe them
- Students recognize and respond to cues and signals from teacher
- Transitions are smooth and timely
- Students are aware of what to do when they finish an activity
- Time is used effectively and efficiently

Active Group Participation by Students

- Students feel comfortable sharing thoughts and ideas
- All students have the opportunity to participate in whole and/or small group conversations and/or activities
- Student voices are at a level that allows others to work productively

Safe and Organized Environment

- School-wide rules and/or classroom expectations posted and students know what is expected of them
- Students regulate their own behavior
- Supplies and materials are accessible and in a location known to students

