Brinkman—Forlini—Williams'
The BIG 8!
MAXIMIZING STUDENT ENGAGEMENT

EXPECTATIONS	Expect Results in Real Time	Make sure students understand and follow your directions.
	Transition Smoothly	Guide students to make efficient physical and mental transitions from one activity to another.
	Develop Good Habits	Turn procedures and expected behaviors into habits.
TIME LIMITS (Manage Time)		Define time requirements (start times, end times) and develop time awareness through practice.
CUEING (Give Positive Reminders)		Support expectations with positive statements.
ATTENTION PROMPT (Focus Attention)		Use verbal prompts and physical stance to get students' attention for upcoming instruction or direction.
PROXIMITY (Use Stance and Movement)		Move strategically to maximize proximity including eye-contact with students
SIGNALS (Encourage Student-Signal)		Give students ways to signal that they are ready, finished, or need help.
VOICE (Say It Right)		Raise and lower your voice to deliver information with interest. Always choose clear and appropriate language.
TASKING (Ask and Direct)		Shape questions and devise activities to engage students directly in responding.

Expectations Pair & Share

Below are examples of common transitions.

Task: choose a transition and discuss the specifics of what you expect students to look like, sound like, and do during the transition. Use those specifics to create expectation statements.

Transitions	Expectation Statements
- Entering and exiting the room - Getting out/putting away books or materials - Completing a task and starting another independently - Going from whole class instruction to working in small groups - Returning to whole class instruction from small groups - Other: _____	

Cueing Partner Task

Using your list of expectations created in the Pair & Share task above, create cues that you could use to reinforce and maintain the expectations. Be sure to include specific praise.

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