

Strategies to Build Culture, Increase Engagement

Best Practices Workshop Participant Handouts

Resources	
Session Resource Folder	Materials from the workshop, including session decks and handouts.

Strategy 1: Strong Start Routine

Strong Start Video 1	<p>What impact does a strong Do Now have on student learning?</p> <p>How might it impact the rest of the lesson?</p>
Strong Start Video 2	<p>What impact might a strong start routine have on the classroom culture?</p> <p>How might it impact the rest of the block?</p>
Prep & Planning	<p>Preparation</p> <ul style="list-style-type: none"> • Prepare ‘Do Now’ before students enter classroom • Establish a ‘materials’ procedure from entry-to-Do Now • Walk the routine, identify problem spots <p>Content Sources – make it rinse & repeat</p> <ul style="list-style-type: none"> • Extra curriculum problem sets • Math & reading fluency practice drills
Components of Strong Start Routines	<ul style="list-style-type: none"> • Same Every Day: Be consistent about where you post your Do Now, so that finding it right away becomes a habit. • Self-Managed: Arrange materials, prepare directions for independence. • Short and Sweet: Lasts 5-7 minutes and students produce written work. • Review or Preview: Reinforces mastery of previous content or previews standards/content coming up.

Strategy 2: Precise Praise and Positive Framing

<p>Precise Praise Video 1</p>	<p>How does precise praise benefit other students in the class?</p> <p>What effect do the teachers have on the students and the class environment?</p>
<p>Precise Praise Name It</p>	<p>Precise Praise is strategic and authentic praise that motivates student behavior - “it is specific, genuine, real, and encouraging”.</p> <ol style="list-style-type: none"> 1. Given to individual students 2. Other students benefit from example 3. All students reminded of the expectation 4. Individual student is proud
<p>Precise Praise Name It</p>	<ol style="list-style-type: none"> 1. Acknowledgement - student recognition for doing what’s expected of them 2. Praise - recognition when students exceed your expectations 3. Private or Public - recognition to the student quietly and privately OR publicly said for the class to hear 4. Aligned to Lesson Objective - recognition of specific academic actions that support the objective 5. Reinforce Actions, Not Traits - reinforce behaviors and actions that students can choose to repeat
<p>Precise Praise Do It</p>	<p>Script Precise Praise for the first 5 minutes of a classroom entrance.</p> <ul style="list-style-type: none"> ● What behaviors do you want to see? ● How will you use Precise Praise to reinforce those behavioral expectations?
<p>Positive Framing Video 1</p>	<p>How does the teacher guide student behavior?</p> <p>What type of positive wording did the teacher use?</p>

Positive Framing Name It	<p>“Positive Framing means using positive language to motivate and inspire students when you are making corrections or encouraging them to sustain effort.”</p> <ol style="list-style-type: none">1. Positive corrections to student behavior<ul style="list-style-type: none">• Motivates students• Positive outcome2. Improving in a positive way
Positive Framing Name It	<ul style="list-style-type: none">● Live in the Now - focus on moving forward classroom activities instead of dwelling on the past● Assume the Best - never assume all negative actions are on purpose● Allow Plausible Anonymity - begin by correcting without using names● Narrate the Positive & Build Momentum - use your words to push students forward● Challenge! - Healthy competition is a good thing!● Talk Expectations & Aspirations - your praise helps build them up

Strategy 3: Radar and Change the Pace

<p>Radar Video 1</p>	<p>As you watch the video</p> <ul style="list-style-type: none"> • What is the teacher doing? • What are students doing?
<p>Radar Name It</p>	<p>“Radar is the ability to see what happens in your classroom; Be Seen Looking is your ability to let students know you see what happens. When you see events in the classroom accurately and students know that you do, off task behaviors disappear.”</p> <p>Teacher watches every move and can redirect to support:</p> <ul style="list-style-type: none"> • Accountability • Positive Behavior <p>Teacher looks with a purpose Students stay on task and engaged</p>
<p>Radar Do It</p>	<p>Reposition Yourself: move to a corner of the room for a better vantage point to check whether students follow directions; eliminate ‘hidden spots’</p> <p>Use Your Dance Moves small movements to demonstrate careful looking</p> <ul style="list-style-type: none"> • Swivel – scan the room methodically • Invisible Column – lean to the sides to get a clear view • Politician – point to students to acknowledge compliance • Sprinkler – scan the room, then snap back in the other direction • Tiptoe – stand on tiptoe to see everything in the back of the room • Quarterback – when crouching with a student, glance around • Disco Finger – trace the arc of your scan with your finger
<p>Change the Pace Video 1</p>	<p>How is the teacher changing the activities?</p> <p>When would you try to speed up or slow down instruction? Why?</p>

<p>Change the Pace Name It</p>	<p>Changing the Pace “allows you to create the ‘illusion of speed,’ the feeling that the class is moving quickly. Change the Pace involves managing the changes you make to what students are doing during the lesson.</p> <p>These changes can be in activity type or format.”</p>
<p>Change the Pace Do It</p>	<p>Switchable Types of Activities</p> <p>Knowledge Assimilation</p> <ul style="list-style-type: none"> a) Students presented information b) Students listen, take notes, ask & answer questions <p>Guided Practice and Guided Questioning</p> <ul style="list-style-type: none"> a) Task oriented back-and-forth between teacher and students <p>Independent Practice</p> <ul style="list-style-type: none"> a) Completing work on their own <p>Reflection and Idea Generation</p> <ul style="list-style-type: none"> a) Independent, thought-provoking ideas on content <p>Discussion</p> <ul style="list-style-type: none"> a) Develop ideas as a group – whole class or in small groups

Need Help or a Resource We Mentioned Today?

- James Dent – james.dent@navigatorschools.org
- Marlena Castellanoz – marlena.lopez@navigatorschools.org
- Justin Steiner – justin.steiner@navigatorschools.org

Regional Technical Assistance and Coaching

The Regional Technical Assistance and Coaching (RTAC) program is funded through the [Public Charter Schools Grant Program](#), managed by the California Department of Education Charter Schools Division on behalf of the State Board of Education. For more information on RTAC programs and supports, please visit our web page at <https://cde.ca.gov/sp/ch/rtac.asp>.