

“Be the constant, not the variable.”

“Countless, unseen details are often the only difference between mediocre and magnificent.”

Routine/Procedure/Practice	DESCRIBE this routine, specifically.
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Entrance Routine

- What instructions will you give students in the hallway before they enter your classroom about how you want them to enter the room?
- How will you check for understanding of your instructions?
- What materials/supplies do students need out and ready before entering (the first day? the second day? every day after that)? *(Check with your grade level team, i.e. 2 pencils out in 5th grade, etc.)*
- What kinds of voices and body movements are allowed upon entering the room?
- How and when will you greet students and expect them to greet you?
- What do students do immediately upon entering?
- How will they choose their seats or find their assigned seats?
- Where will they put their bookbags?
- What should they place on their desks and how should they organize their learning stations?
- When can they sit down? What should students do as soon as they sit down?
- Once they are seated, under what circumstances are students allowed to get out of their seats again?
- What if the entrance does not meet your expectations?
- Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?

WHY is this routine expected to be done in the way described above? Describe the reasons behind the routine and how it helps prepares students to achieve TEAM's mission.

Do Now/Warm-up Procedure

- How will students know what their warm-up is? Is it a hand-out or will instructions be written only on the board?
- If the Do Now is a hand out, how will it be distributed?
- How much time will students have to complete it? How will students know how much time they have remaining?
- What will you be doing while students are completing the warm-up?
- How will you hold students accountable for completing the Do Now well?
- How will you review or share their responses?
- What if the quality student work on the Do Now does not meet your expectations?

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Handing in Classwork

- How will you decide which classwork is handed in and which classwork students keep?
- Where will students keep completed classwork and why?
- How will you pass out and collect classwork?
- student's name?
- heading?
- completed to the best of the child's ability?
- neat & not wrinkled?
- in pencil (or blue/black pen for Upper School)?
- How will you make this clear to the students?
- How will you follow through on these expectations consistently?
- What is the policy around a student's grade on a paper being affected if these components are not part of the paper?
- Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?

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Homework (must be assigned and checked every day)

- Where, when, and how will homework be assigned? At the start of class? At the end of class?
- Where, when, and how will homework be received/ picked up by students in class?
- When will students copy their assignments into their agendas? How will you know that everyone has copied the assignment and done so accurately?

- Where will homework be placed when handed in or how will it be collected?
 - Where are students required to keep their new homework and their completed homework? Will they receive credit if they have the assignment completed, but did not place it in the assigned place?
 - Where, when, and how will students be able to pick up make-up work if they are absent?
 - What system will you use for keeping track of homework completion for each student?
 - Will students be allowed to work on their homework in the classroom? If so, when? If not, how will that be communicated?
 - What is the goal of your daily homework assignments? i.e. to reinforce basic skills, to extend lessons, to gain independence, to meet the standards...
 - Will it be checked by you or someone else? How often? How will it be returned to students?
 - How will you check for make-up work when homework was not done or a student was absent?
 - Will it be graded? How? Is there a rubric or is it just checked for complete and incomplete? If you are checking for completion, how do you ensure that it is high quality?
 - Is it ok for parents to help students with the homework? What if a parent does not help ever? What if a parent does all of the work for the student?
 - How will you encourage students to value the learning in homework?
 - What levels of Bloom's Taxonomy will you expect your students to access through homework assignments?
 - What kind of environment is expected for doing homework at home? How will you communicate that?
 - What kinds of modifications and adaptations will you make for students with special needs?
 - Will some assignments require parent/guardian signatures?
 - What if the homework is not done or if the quality of homework does not meet your expectations? (*Check with grade level team.*)
 - Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?
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Pencils (and Pens, for Upper School only)

- What if a student complains he or she doesn't have a pencil, what happens? What must the student do? What will you do? How will you communicate this to your students? How will you stay consistent with this expectation? *(Check with your grade level team.)*
- Exactly when is sharpening allowed? Are hand-held, small sharpeners allowed to be used by students? When? How? Exactly when and where and how are they allowed to dispose of the shavings - for the class sharpener or for their own little sharpeners?
- Where will students be expected to keep their pencils?
- What if a pencil is found by a student on the floor? Is finders keepers ok? Does it go into a lost & found? Is it returned to a community box? Do you keep it? Does the student make an announcement, and if so, when and how? *(Check with your grade level team.)*
- Will extra pencils be available for student use in "emergencies"? What happens when all of those pencils are gone?
- Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?

WHY is this routine expected to be done in the way described above? Describe the rationale behind the routine and how it helps prepares students to achieve TEAM's mission

Classroom Jobs

- Which tasks in the room can be accomplished through student jobs? Which systems do you need to run yourself and why? What are your personal areas of weakness that you can use students to help you overcome?
- How will jobs be assigned or earned? How often will they change? How will they be posted?
- Earned privilege or required responsibility?
- What if the student forgets to do his or her job? What if the student doesn't like his or her job?
- Are some jobs more desirable than others? How will you "sell" them to your students?
- Does there need to be the same number of jobs as there are students?
- Will the students be involved in suggesting types of jobs?
- How will you ensure that student jobs make your classroom run more efficiently, rather than causing inefficiency or disruptions?
- What if a student's work does not meet your expectations for the assigned job?
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Classroom Materials and Supplies Use

- Are students allowed to use any materials in the room at any time? Do they need to be invited to use the materials by you before they use them? Are any materials or spaces in the room strictly off limits always, or for a specific period of time, period in the schedule, learning time, etc.?
- How will you teach how to use each and every one of the materials used in the classroom? How will you make sure that the caps get put back on the markers, the crayons don't get broken, the glue doesn't dry out, the rulers don't get used as drumsticks, the chairs get pushed in, the desks don't get written on, the notebooks don't get bent, the pencils don't get broken, the pieces don't get lost, the CD's don't get scratched, the yellow and white paints don't get other colors mixed into them, the math manipulatives don't get lost or broken, and the

dry erase markers don't get unnecessarily used or dried up?

- How will you teach the use of the technology materials in the room?
- If materials are given to students in the beginning of the year, are the students responsible for not losing them and replacing them if lost?
- In what ways will work be stored? Will you use manila file folders, hanging file folders, homework folders, binders, sheet protectors, file cabinets, crates, envelopes?
- What other materials will you have in your room that need instructions for use? i.e. refrigerator, sink, microwave, lamps, assorted other pieces of furniture, pillows, plants, pets, SMARTboard?
- What supplies will be given to students to KEEP for themselves on the first day of school? What supplies will be given to students to USE and SHARE on the first day of school?
- Will scotch tape and stapler be for everyone's use, or just yours? Where will it be kept? How will you teach the correct way to use them and the correct amounts?
- How will students recycle paper in your room?
- Will each student have his or her own notebooks, textbooks, dictionaries and/or folders?
- How will you teach students how to organize their work for your class? How will you hold them accountable for staying organized with their binders, folders, notebooks, etc.?
- What happens if any material is broken or damaged in the classroom because of the carelessness of one or more students? Because of an accident?
- What happens if a student does not meet your expectations for proper use of supplies and material?
- Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?

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- How will you cue the students to get their attention?
- Which cues will need to be verbal and which cues can be non-verbal? (the least intrusive, the better)
- How will you cue the student(s) to pay attention and be on task if they are not paying attention while you are teaching or while they are supposed to be working?
- How will you cue a student to an inappropriate behavior that needs to be corrected?
- How will you cue a student to focus on the task at hand without disturbing the whole class?
- Will you teach the students to cue each other? How? When?
- How will you signal that an activity is out of control and needs to stop?
- How will you cue the students to transitions and the switching of lessons and activities?
- Will you raise your voice as a cue?
- When are students allowed to use their voices during class time? How loud are students' voices allowed to get?
- How will you teach the above cues and procedures?
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Cleaning Up/Trash

- How will you use the TEAM motto about clean?
- When and how is trash disposed of (including pencil shavings?)
- What happens when pencil shavings get spilled, or another egregious mess is left?
- What cleaning materials will you keep in your room and where will you keep them?
- How will clean up time be a part of the daily and weekly schedule?
- What procedure will you put in place to make sure that there is not even a tiny piece of trash or paper left anywhere on/in desks or on the floor at the end of the class period?
- What needs to be cleaned up during clean up time?
- Are there clean up jobs?
- How will you model how to clean up various things or areas in the room?

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- Will students be able to use special equipment or materials during clean up time? (i.e. sweeper, Clorox wipes, paper towels, buckets, brooms, etc.) If students will use special supplies during clean up, how and when will you model and practice the use of these materials? What if these materials are used improperly?
- What if your expectations for “leaving a space cleaner than you found it” are not met?
- Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?

Bathroom

- *(Check with grade level team for bathroom policies.)*
- Is there a time when it is not acceptable for students to leave the room to go to the bathroom? During the warm-up? During the direct instruction? During group work? During independent practice?
- What are the acceptable and unacceptable ways for students to use the bathroom signal?
- Is there a time limit for how long students are allowed to be away from the room in the bathroom? What if that limit is exceeded?
- What if a student asks to use the bathroom when it's not an appropriate time to go?
- What if a student needs tissue? *(Check with grade level team.)*
- Do the expectations for how this routine is done change over the course of the year as students mature? If so, in what ways?

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Dismissal Routine

- If you pass out/explain/assign/have students copy their homework at the end of class, how much time will you need to leave at the end of each lesson?
- When is it ok for students to start collecting their materials for their next class from their bookbags?
- Where will students put their bookbags once they are re-packed?
- Where will students sit or stand once they are packed?
- How will you check to make sure that every student is prepared with all materials for their next class?
- What will students do once they are packed? (Get in line, read silently, wait patiently, talk quietly?)
- How should desks, spaces, areas, etc. be left?
- How will students make sure that every chair is pushed in, every desk straight, and all papers, trash, pencil shavings, etc. are cleaned up from the desks and floor?
- What items are allowed to remain on desks, chairs, windowsills, or the floor?
- Are students allowed to talk while walking out of the room? (*Check with your grade level team.*)
- Are students dismissed by groups, rows, names, or all at once?
- What happens if a student is taking way too long to pack up and is not ready on time?
- What happens if the expectations for your dismissal procedure are not met?
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Classroom Rules

- Will you have classroom rules (clear, few, and positively stated) in addition to established TEAM rules?
- How will your rules align with or expand upon the TEAM Academy Commitment to Excellence Contract?
- When and how will you teach these rules and invest students in them?

Negative Consequences

- How will you incorporate TEAM's systems for negative consequences ("Ladder of Consequences," Checksheets, Lunch Detention, After School Detention, Bench) into your classroom?

- Will you have negative classroom consequences in addition to established TEAM consequences?

Positive Consequences and Positive Behavior Tracking System

- How will you incorporate TEAM's positive consequence systems (Checksheets, Trips)?
- Will you have positive classroom consequences in addition to established TEAM consequences?
- How will students know that you recognize their good behavior? (for example: posted on the wall, team points, etc.)