

Sara Jones
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Mission Statement:

The Mountain View Learning Community will recognize and support the individual needs of all students. The community will encourage all students to pursue opportunities beyond a high school diploma. The community will empower students to explore their natural curiosity and creativity and will encourage them to become healthy, independent thinkers, lifelong learners, and productive global citizens.

1. Respect all students/classmate's needs
2. Encourage further learning
3. Think outside of the box
4. Encourage a positive environment

Expectations/Data

1. Be positive
2. Stay on task
3. Be Prepared
4. Be safe

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Expectations	Morning Routine	Lining Up	Group-work	Seatwork
Be Positive	<ul style="list-style-type: none"> Greet your classmates Use good manners 	<ul style="list-style-type: none"> Take turns being line leader Speak kindly to friends while waiting 	<ul style="list-style-type: none"> Encourage classmates to express their ideas Share materials with your group 	<ul style="list-style-type: none"> Be confident in your work Raise your hand if you need help
Stay on Task	<ul style="list-style-type: none"> Put backpack in cubby Go back to your seat and get ready for morning activities 	<ul style="list-style-type: none"> Use an inside voice Stay in a straight line 	<ul style="list-style-type: none"> Raise your hand if your group needs help Follow directions 	<ul style="list-style-type: none"> Raise your hand if you need help Wait to talk until you are called on
Be Prepared	<ul style="list-style-type: none"> Have pencil and paper ready Look at the schedule posted for the day 	<ul style="list-style-type: none"> Collect all of the belongings you need 	<ul style="list-style-type: none"> Bring new thoughts and ideas Participate 	<ul style="list-style-type: none"> Bring all materials to your seat Write down homework for the night
Be Safe	<ul style="list-style-type: none"> Sit at your own seat Enter the classroom walking 	<ul style="list-style-type: none"> Make sure your shoes are tied Keep your walking feet on 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Stay in your own area 	<ul style="list-style-type: none"> Keep all materials out of your mouth Keep all 4 legs of the chair on the floor

Be Positive

Steps	Teacher Actions	Example
Step 1: Expectation	Identify the expected behavior.	Be positive.
Step 2: Rationale	Provide a rationale for teaching the expectation.	By being positive, we will create a comfortable and happy learning environment.
Step 3: Examples	Provide examples.	When you enter the classroom in the morning, greet your classmates around you by smiling and saying hello.

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	Provide nonexamples.	When you enter the classroom, you stomp around the room and ignore your classmates.
Step 4: Practice	Use activities to practice the expectation.	The teacher has students play a game of "telephone" while in line, relaying a simple compliment all the way through.
Step 5: Prompting	List methods to prompt and remind students of the expectation.	Hold up a jar the students are working to fill with positive interactions before class to show the class progress.
Step 6: Monitor	Describe how to monitor student progress relative expectation.	At the end of the day, the teacher has the students write the name of a classmate who was a positive influence on them that day and put it in a jar. At the end of the week the teacher will draw a name from the jar to get a reward.

Stay on task

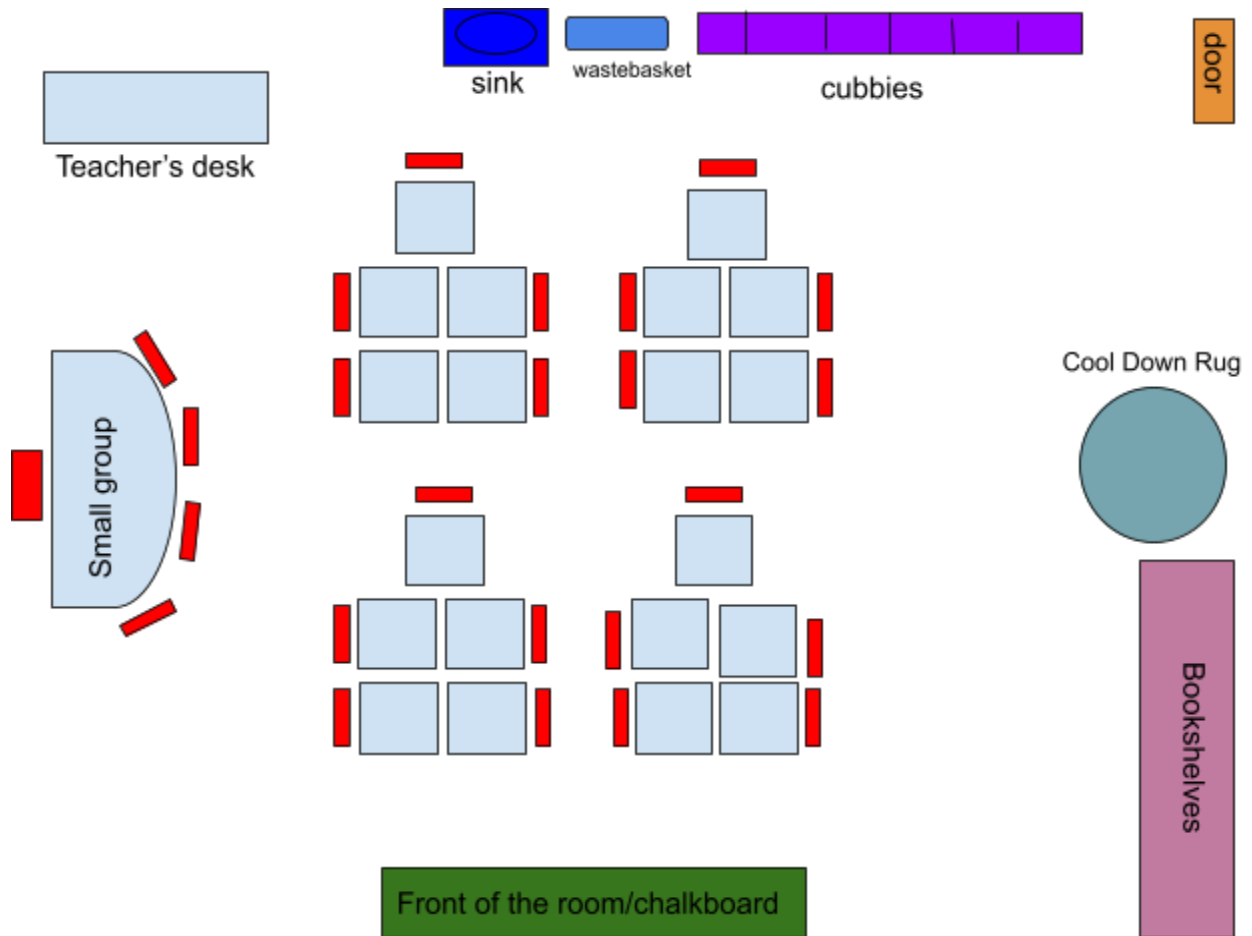
Step	Teacher Actions	Example
Step 1: Expectation	Identify the expected behavior.	Stay on task.
Step 2: Rationale	Provide a rationale for teaching the expectation.	By staying on task, students will complete the work assigned and create a more efficient learning environment.
Step 3: Examples	Provide examples.	When we are supposed to be working in groups to complete an activity, we should focus on the activity instead of talking about anything else.
	Provide nonexamples	When we are working in our groups and talking about

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	.	what we are doing after school with our friends.
Step 4: Practice	Uses activities to practice expectation.	Provide the students with a checklist of what is expected that day. Once a task is completed, the students should go to the teacher for signature or stamp before moving to the next task.
Step 5: Prompting	List methods to prompt and remind students of the expectation.	At the end of each class, ask each student to turn in their tickets for the day and tally them on the board. While doing this, the teacher should remind the students how they can earn the tickets.
Step 6: Monitor	Describe how to monitor student progress relative expectation.	<p>The teacher will walk around the room and whenever they notice a student who is staying on task, the student will receive a ticket to go towards earning a reward.</p> <p>If the teacher notices a student not on-task, the teacher will reinforce that student to engage in the replacement behavior by rewarding other students who are on task.</p>

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Elementary Classroom for 20 students



Feature	Yes	No
Are high-traffic areas (such as the pencil sharpener, sink, water fountain, and so on) free of congestion?	yes	
Can all students be easily seen by the teacher and vice versa?	yes	
Are frequently used materials easily accessible?		No, to fix this we moved the bookshelf to a more isolated spot, so there would not be so much traffic

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Can all students see whole-class presentations (such as those on the projector and whiteboard) easily?	yes	
Do students have ample room around their desks and seats?		No- to fix this we made four groups of five desks, rather than five groups of four desks.
Are desks organized in a way that facilitates teaching (in circles for group work or individual seats for independent work, for example)?	yes	
During small-group instruction, can the teacher still see all students?	yes	
Does the layout accommodate students with special needs?	yes	
Is there a space available for students who need a quieter work environment or time to wind down?		No, we added in an independent work area for students to go when they need down time

Schedule- 90 Minutes

1-5: Go over behavior expectation of the day

6-10: Practice expectation of the day in groups

11-20: Review lesson from last class

21-45: Begin new topic

46-60: Group practice (math games)

61-75: Independent practice worksheet (times tables)

76-90: Group speed round of main takeaway from today's lesson to earn reward

Less Desirable:

- Go over behavior expectation of the day LE
- Review lesson from last class LE
- Begin new topic LE
- Independent practice worksheet (times tables) LE

More Desirable:

- Practice expectation of the day in groups HE

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- Group practice (math games) HE
- Group speed round of main takeaway from today's lesson to earn candy HE

Changes

“Students, today is a shorter day so our schedule is going to look a little different. I posted on the board what our new schedule for the day looks like.” (Read over the schedule to students and ask if they have any questions).

Elementary Procedures:

1. End of the day- To pack up and leave the classroom in an organized manner.
2. Going to the clinic- To safely travel to the clinic on their own.
3. Preparing for a test- To encourage students to work independently.
4. Lunchtime- To safely and efficiently travel to lunch in a timely manner.

Secondary Procedures:

1. Preparing for a test
2. Lunchtime
3. Group-work
4. Using cell phones

Procedure:	End of the day
Goal:	To pack up and leave the classroom in an organized manner.
Steps:	1. Clear desk off.
	2. Wait for the teacher to call on your group to go to your cubbies.
	3. Pack up your belongings.
	4. Line up at the door and wait to be dismissed.

Procedure:	Prepare for test
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Goal:	To encourage students to work independently
Steps:	1. Clear desk off.
	2. Take out materials needed (pencil and scrap paper).
	3. Place privacy folders around the desk.
	4. Wait for teacher's further instructions.

Procedure: End of the day

Step 1: Model	Explicitly share and demonstrate the steps of the procedure.	The teacher will sit at his/her desk and follow the steps of the procedure, while the students watch. As the teacher goes through each step, they will explicitly state which step they are completing.
Step 2: Lead	Guide students in practicing the procedure until they can perform it without errors.	All together, the teacher and the students will sit at their desks and follow the steps of the procedure. During this time the teacher will help guide them by announcing the steps they should perform.
Step 3: Test	Have students practice the procedure independently; provide them with feedback.	The students practice the steps for this procedure at their own desks, without the guidance of the teacher. The teacher will walk around and observe the students to make sure they all are following the correct steps.

Procedure: Prepare for a test

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Step 1: Model	Explicitly share and demonstrate the steps of the procedure.	While the students are watching, the teacher will sit at his/her desk and act as if they are a student preparing for a test. The students will watch the teacher follow through the steps of the procedure. As the teacher goes through each step, they will explicitly state which step they are completing.
Step 2: Lead	Guide students in practicing the procedure until they can perform it without errors.	Now, the students will follow along with the teacher and complete the steps of the procedure all together. This will be done with guidance of the steps from the teacher.
Step 3: Test	Have students practice the procedure independently; provide them with feedback.	The students will independently practice the steps of this procedure without guidance from the teacher. The teacher will walk around and observe them completing the steps to make sure they are all following them correctly.