



The Teacher's Playbook: Practical Pedagogy for Classical Educators with Jerilyn Olson

Lecture 3: Culture: Setting Conditions

Outline:

The establishment of routines and procedures help to develop classroom culture. This establishes not only efficiency in the classroom but also habits that promote learning in our students.

Establishing Classroom Culture

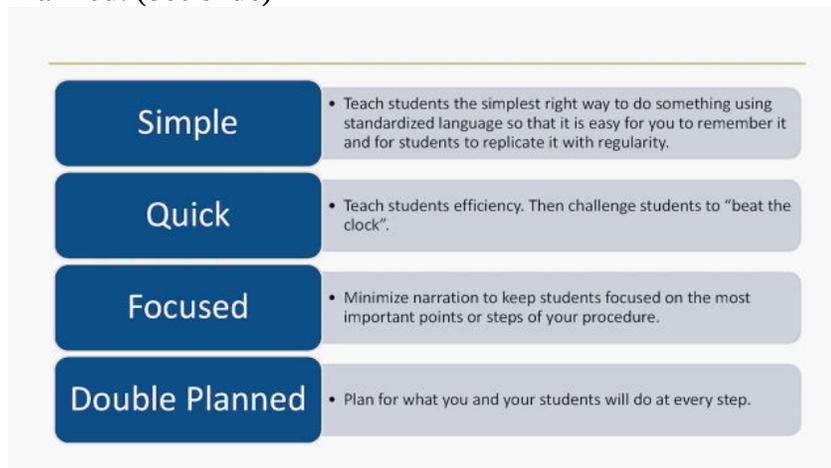
- By preparing how we expect students to move around the classroom allows us to establish routines and procedures.
- Establishing routines is the key to maintain classroom order.
- We establish and practice routines not only to limit chaos and to be as efficient as possible but also to lay the foundation of a strong culture of the classroom.
- When there is a strong culture, we can start to build joyful traditions in the classroom and our souls can operate best in an atmosphere of order
- The habits we lay down early prepares us for the later pursuit of excellence
 - “Excellence is not an act but a habit.” (Aristotle)
- We should tie routines to the pursuit of an ordered mind in an ordered body.

Routines and Practices

- Routines are generic consistent ways we want students to complete certain activities in the classroom.
- Examples of routines include: greetings at door, completing bell work/warm up, turning in homework or copying down assignment, sharpening pencils, using the restrooms before class.
- Essential routines vary by class and age.
 - Kindergarten routine may be getting out a pencil and then putting it away when done.
 - Art and science classes may have routines for getting out special supplies.
- Consider not only what routines to implement but also why you are doing that. Is it just to make things more efficient or are you trying to build a habit?
- Once routines are chosen, we need to determine how to best implement them so students can succeed.
- Students will not learn the procedure doing it one time.
- You should design a systematic plan for designing the procedure and for rolling it out.



- Plan out all the sequenced steps of the procedure and then eventually the system.
 - What will you say?
 - How will you introduce and describe it?
 - When will you introduce it?
 - How can you simplify the instructions?
 - What exactly do you expect the students to do?
 - What are the stages for practicing the procedure and when will you practice the procedure?
 - What happens if the students are not able to complete it?
- Once designed practice in front of the mirror or another colleague.
- Take the time to implement it with the students
- Make a plan to revisit and/or revise the procedure at a later time if needed.
- This is the first teaching we should do in our classroom before introducing content.
- When writing procedure, it should be: Simple, Quick, Focused and Double Planned. (See slide)



- Plans for lower grades should contain more detail and sequenced simple events.



From Procedure to Routine: Design & Install
Design Your Own Routine

Example #1—Elementary

Routine: <i>Transition from Desks to Rug</i>		
Vision of Success		
Once students master this routine, they will be able to... <ul style="list-style-type: none"> • Silently get up from their desks • Dismiss themselves by row to the rug in an orderly, quiet, and efficient fashion • Sit down at their assigned rug spot • Fold their hands in front and wait silently for the lesson to begin 		
Goal time: Upon mastery, this should take 45 seconds or less		
Materials Needed (During Transition)		Preparation Needed
<ul style="list-style-type: none"> • Daily behavior chart or other consequence system 		<ul style="list-style-type: none"> • Map out and mark the transition pathway with tape on the floor • Label each desk with sentence strip that includes student's name • Assign each student a rug spot • Assign each student a desk and "row" (e.g., Row 1, Row 2, Row 3, etc.)
Step-by-Step Expectations		
Step #	Teacher Will...	Students Will...
1	Say, "Transition to rug spots"	
Materials Needed (During Transition)		Preparation Needed
<ul style="list-style-type: none"> • Daily behavior chart or other consequence system 		<ul style="list-style-type: none"> • Map out and mark the transition pathway with tape on the floor • Label each desk with sentence strip that includes student's name • Assign each student a rug spot • Assign each student a desk and "row" (e.g., Row 1, Row 2, Row 3, etc.)
Step-by-Step Expectations		
Step #	Teacher Will...	Students Will...
1	Say, "Transition to row spots"	
2	Hold one finger up	Place hands on the sides of chair
3	Hold two fingers up	Push chair back but remain seated
4	Hold three fingers up	Stand up to the right side of his/her chair
5	Hold four fingers up	Push in chair and stand with hands on back of chair
6	Say, "Transition!"	Walk row-by-row and follow taped path to desks (As soon as the last student in row 1 passes, Row 2 will begin walking, etc.)
7	Scan to make sure students sit down silently and narrate follow through	Sit down silently at their rug spot with hands folded out front

- Plans for upper grades are more flexible and space.



Example # 2—Middle School and Up

Routine: <i>Accountable Independent Reading</i>		
Vision of Success		
Once students master this routine, they will be able to...		
<ul style="list-style-type: none"> • Read an assigned section of text silently and independently • Annotate the text with a specific focus • Respond in writing to focus question 		
Materials Needed		Preparation Needed
<ul style="list-style-type: none"> • Pen or pencil • Copy of the text • Stopwatch or timer 		<ul style="list-style-type: none"> • Identify what portion of the text students will read and draft
Step-by-Step Expectations		
Step #	Teacher Will...	Students Will...
1	Tell students to box the section of text they will read or write an "X" at the stopping point ("Box the 1 st and 2 nd paragraphs on pg. 35").	Mark their text accordingly
2	Assign annotation task ("annotate for mood, tone/ "figurative language" or "mark an 'f' above each example of <i>friction</i> ," etc.) and a reading focus question	Make a one-to-two word margin note about annotations and then read the focus question aloud with the class
3	Announce how long they'll have to read and write for. Start timer.	Students start reading and begin annotating
5	Circulate to monitor students' annotations	
2	Assign annotation task ("annotate for mood, tone/ "figurative language" or "mark an 'f' above each example of <i>friction</i> ," etc.) and a reading focus question	Make a one-to-two word margin note about annotations and then read the focus question aloud with the class
3	Announce how long they'll have to read and write for. Start timer.	Students start reading and begin annotating
5	Circulate to monitor students' annotations	
6	Give students 30 additional seconds to finish reading and to start answering the question	Students wrap up reading and begin responding in writing to focus question
7	Circulate to respond to gaps in comprehension and give students time updates	
8	Call students to attention ("Pencils down, eyes up in 3...2...1).	Stop writing and track teacher attentively

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- Both use time efficiently to conduct a common activity to help further learning.
- When implementing pay attention to any students who may need additional help at each step.

Experienced Teachers

- You will have routines and procedures already established in your classroom.
- You should check the efficiency and tightness of the procedures
- Ask other teachers to observe and be open to refreshing your procedures
- The practices should tie back to the philosophy



- Questions to ask when reviewing procedures:
 - Why are the routines you have chosen ideal for forming good habits in your students?
 - How do the procedures you are teaching serve intellectual excellence?
 - Are there any habits that are particularly important in teaching your discipline?
 - As the students master good habits are their ways to increase their self-governance?
 - How should your routines change over the year?
- Teachers should work with each other on a scope and sequence of routines and procedures across their school.
 - Which habits are focused on in each grade?
 - How do our procedures reinforce habits?
 - How do we have a clear path for students so in the beginning they receive guided practice and close coaching so by the end of the year they can model self-governance.
- Goal of routines is not just to improve efficiency of our classroom but to instill the habits which will become excellency in our older students.