

## P-6: Plan classroom procedures that maximize learning time

### Common areas of Classroom Inefficiency: Student Communication (Secondary)

Student Communication:	Considerations:	Sample Strategies for Your Classroom:
Getting Whole Class Attention	<ul style="list-style-type: none"> <li>How will you gain the attention of the entire class in a timely manner?</li> </ul>	<ul style="list-style-type: none"> <li>A possible cue could include giving simple directions such as “notebooks should now be closed” or “cluster into your groups of five.”</li> <li>If the class is engaged in an individual or group activity, an auditory signal is usually most effective. Examples include ringing a bell or counting down from 5 to 1 – “I need your attention in 5, 4, 3...”</li> <li>Ring a chime to get the class’ attention. Direct students to freeze what they are doing when they hear the chime, and listen for the next instruction.</li> <li>Sample Policy: “When I need to get your attention while you are working or to quiet you down, I will clap my hands and raise my hand. When you see my hand raised, you are to raise your hand as well and close your mouth. I need your eyes on me and all talking and working to stop while I make any important announcements.”</li> <li>Note: turning lights on and off rapidly could be dangerous for students who are sensitive to flashing lights, and perhaps even seizure-prone.</li> </ul>
Students Getting Your Attention	<ul style="list-style-type: none"> <li>Should you have different hand signals for different purposes (e.g., to get water from the fountain or to get a tissue)?</li> <li>Are students allowed to approach me at your desk, or must they wait to be called on?</li> <li>Are students allowed to call out your name to get your attention?</li> <li>Will the policy differ depending on the class activities (e.g., seat work v. direct instruction)?</li> </ul>	<ul style="list-style-type: none"> <li>Sample Policy: “In this class, you will raise your hand and hold up a specific number of fingers when you want to get the teacher’s attention.”                             <ul style="list-style-type: none"> <li>“1 finger means you want to sharpen your pencil.”</li> <li>“2 fingers means you want the teacher to come to your desk or you have a question.”</li> <li>“3 fingers means you are finished with your assignment.”</li> </ul> </li> </ul>
Students Speaking in Class	<ul style="list-style-type: none"> <li>Do students always have to wait to be called on before speaking in class?</li> <li>When are students allowed to talk to each other quietly?</li> <li>When are students not allowed to talk at all?</li> </ul>	<ul style="list-style-type: none"> <li>During a lecture or demonstration, if students have a question or you ask them a question, students will raise their hands and wait to be called on unless otherwise instructed.</li> <li>During a class discussion, students will raise their hands and wait to be called on before speaking. They will remember to use respectful language according to classroom rules and will use accountable language when</li> </ul>

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	<ul style="list-style-type: none"> <li>• What different modes of communication will students use in certain situations?</li> </ul>	<p>sharing their opinions and thoughts.</p> <ul style="list-style-type: none"> <li>• Depending up on your grade level, you might not require students to raise their hands to participate in a class discussion.</li> <li>• During independent work, students will work quietly by themselves unless otherwise instructed. If students have a question about the independent work, they are allowed to ask their neighbor in a 3-inch voice before raising their hand to ask the teacher.</li> </ul>
Managing Cooperative Groups	<ul style="list-style-type: none"> <li>• What is the expected behavior of students while grouped?</li> <li>• What type of cooperative learning groups should you use?</li> <li>• What should student roles be in collaborative groups?</li> </ul>	<ul style="list-style-type: none"> <li>• See Managing Cooperative Groups (in the P-6 Tools section)</li> </ul>
Managing Centers	<ul style="list-style-type: none"> <li>• What is the expected behavior of students while in centers?</li> <li>• How will students interact in centers?</li> <li>• Will your students work individually or collaboratively in centers?</li> </ul>	<ul style="list-style-type: none"> <li>• As with any new instructional method, you will have to teach students how to use centers effectively. Discuss, model, and practice appropriate behavior while at the center and while moving between centers (if students will rotate through each center).</li> </ul>