

FIRST YEAR TEACHING RESPONSIBILITY SALEM-KEIZER SCHOOL DISTRICT

Procedures and Routines

Essential Question: Are systems in place to help the classroom run efficiently?

Essential Skills: The teacher models, practices, and reviews procedures and routines with the students. The teacher provides feedback to the students about procedures and routines. The teacher uses observation to strengthen the procedures and routines for the classroom.

Look for:

- Teacher posts and refers to behavioral expectations.
- Teacher posts and refers to an accurate agenda.
- Teacher implements an efficient system for students to access necessary materials.
- Teacher uses an efficient method for distributing and collecting student work.
- Teacher establishes entering and exiting procedures that are evident.
- Teacher creates and implements transition procedures.
- Teacher creates and implements a seating chart.
- Teacher uses an efficient system for taking attendance.
- Teacher creates and implements a procedure for individual students needing to leave the room.
- Teacher uses a “getting their attention” signal.
- Teacher uses a structured system for students to respond.
- Teacher arranges classroom furniture to support different types of learning.
- Teacher models and uses a variety of purposeful grouping strategies.
- Teacher includes visuals to teach and support procedures.
- Teacher reviews routines and procedures in an effective and timely manner.
- Teacher has a system in place for students who do not have appropriate materials.

Classroom Management

Essential Question: Are developmentally appropriate structures in place that build, promote, and facilitate positive classroom culture throughout the school year?

Essential Skills: The teacher demonstrates frequent reflection on data analysis of student learning to inform instruction.

Look for:

- Teacher uses a consistent template for recording lesson plans.
- Teacher’s daily lesson plans include learning target, steps for instruction, academic vocabulary, flexible grouping, and formative assessment.
- Teacher incorporates the learning target throughout the lesson so students make connections between their learning and the expected outcomes.
- Teacher uses a variety of engagement strategies in lesson planning.
- Teacher effectively uses the gradual release of responsibility model.
- Teacher develops plans for the lesson or unit that are well-structured with reasonable time allocations.
- Teacher provides opportunities for students to move and/or process with one another during the lesson.

Communication

Essential Question: Are interactions with colleagues, students, staff, families, and community members respectful and professional?

Essential skills: The teacher provides timely feedback to students on their progress and learning. The teacher uses a system to regularly communicate with parents about student academic/social/behavioral progress, upcoming classroom events/activities, major assignments and assessments. The teacher responds positively to observations and makes use of feedback for overall improvement.

Look for:

- Teacher makes initial contact with parents to establish a partnership within the first month.
- Teacher uses a method to log parent communication.
- Teacher contacts parents promptly when concerns arise.
- Teacher responds positively and professionally when addressing parent concerns.
- Teacher uses evidence and data when talking to parents.
- Teacher reaches out to support team for help when needed (colleagues, mentor, coach/ELT, ELAS, SpEd case manager, counselor, behavior specialist, administrator.)