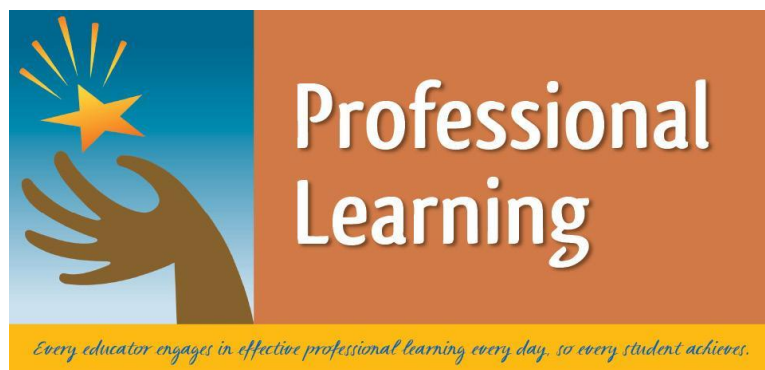


Facilitator's Guide

Establishing Rituals & Routines



Establishing rituals and routines for a learning environment

Welcome Back



Facilitator: Begin by welcoming the participants back from break. **(Slide 26)**

Guide participants through the **Welcome Back** activity below. This activity can be replaced by another activity if desired.



Welcome Back (Slide 26)

Time: 5 minutes

Materials: none

Directions: Each participant finds someone he/she doesn't know and becomes partners with him/her. Each person in the pair will introduce him/herself and complete one of the sentences on the slide. Then each pair will find another pair. Whoever has the most years in the district goes first and introduces his/her partner and his/her sentence.

Establishing Rituals & Routines



Facilitator Lecturette (Slides 27-46)

Summary: Participants will understand that each classroom has a multitude of procedures that take place on a daily basis. Each procedure needs to have a ritual and that ritual needs to be explicitly taught to students. The learning targets should be reviewed at the beginning of the section and at the end to ensure each target has been reached.

Time: 90 minutes

Materials: dry erase boards, dry erase markers and erasers, writing utensils, copies of *Create the Ritual for Each Procedure* handout, copies of *sequence chain*, copies of *Danielson Rubric*

Directions: See facilitator's notes on each slide 27-46 and the activity descriptions listed below.



See facilitator's notes on each slide 27-30



Participant Activity

❖ What's the difference? (Slide 30)

Time: 5-8 minutes

Materials: none

Directions: Discuss at your table the three words and what their definitions are. After a few minutes ask groups to share out what they believe the definitions are. Depending on what is shared out, share the definitions of each.



Participant Activity

❖ Predictable Environment (Slide 31)

Time: 25 minutes

Materials: dry erase boards, dry erase markers and erasers

Directions: Teams at each table need to list as many procedures that happen on a daily basis in their classrooms. You could play a song and when the song ends, the writing ends. Each team then counts up how many procedures it has. The team

with the highest goes first. The team will read off each procedure. If another team has it, both teams cross off that procedure. Once that team is done, if other teams have procedures that are not crossed off, they read those. This goes on until all procedures have been read.



See facilitator's notes on each slide 32-33



Participant Activity

❖ Procedures (Slide 34)

Time: 5-8 minutes

Materials: copies of *Create the Ritual for Each Procedure* handout, writing utensils

Directions: Think about your classroom. What are some procedures that may need some added structure? List those procedures in the left hand column.



See facilitator's notes on slides 35-42



Participant Activity

❖ Create the ritual for each procedure (Slides 43-44)

Time: 30 minutes

Materials: writing utensil, copies of Create the ritual for each procedure handout, copies of *sequence chain*

Directions: Participants should review what procedures they wrote down that needed added structure. Now they need to think of the ritual or the steps of how that procedure will get done. How will this ritual be taught to students? The participants can use the table or sequence chains.



See facilitator's notes on slides 45-46

**Facilitator Lecturette (Slides 47-48)**

Summary: Participants will reflect about the learning targets and *Danielson Rubric*. Were the learning targets achieved? If not, how will they be achieved in the future? What parts of the Danielson rubric were covered?

Time: 10 minutes

Materials: copies of *Danielson Rubric*

Directions: See facilitator's notes on each slide 47-48