

Proactive Move 6 of 8: Scan the students in the room.

The move: You look around your room and notice what students are doing.

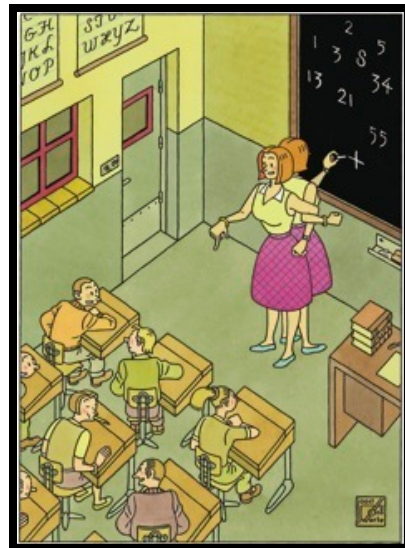
Why do it: You need to know what's going on in your classroom so you can ensure students are on task and correct them if they're not. Sometimes you can use circulation for this, but often you'll stay in one place and simply scan the room. It's like circulating with your eyes.

When you're teaching, it's very easy to only pay attention to what's right in front of you – the overhead projector, the one student who's speaking, the work you're doing. Resist the urge to “lock in” on the one thing that's happening in front of you.

You may also be tempted to block out what's happening in other parts of the room because you don't want to see or confront the misbehavior. It's tempting, but will make the situation worse. We'll give you the tools to address misbehavior when you see it. So go ahead and scan, scan, scan.

You can always scan, no matter what you're doing:

- When you're at the overhead or board writing, look up at unexpected intervals and scan to see what's happening in the class.
- When one student is answering a question you've asked, you can listen to his answer while looking around at other students. (In fact, the student who is answering your question is the student most obviously engaging in learning; you scan to make sure *other* students are engaging in learning, too).
- When you're helping a student, you must position your body strategically so that you're facing most of the class. Turning your back on too many kids can be disastrous, as kids start to feel you're not going to be able to hold them accountable for what they're doing. With your back to the majority of students, it becomes very difficult to answer the “Are they learning?” question.



A “with-it teacher” – a teacher who scans!

If this sounds challenging, it is. But it's what kids mean when they say that their best teachers seem like they “have eyes in the back of their head.” They just notice everything. And they notice everything because they scan constantly.

In the next section, we'll talk about what to do when you're scanning and a behavior registers as not meeting the expectation. Your scanning might reveal a student that is slowly melting in her seat, or a student whose eyelids are becoming verrry heavy, or a student doing miniature karate moves with his index fingers. Scanning isn't going to fix the problem; it just makes you aware of the problem.

Proactive Move 7 of 8: Plan reminders of expectations during class.

The move: When students haven't yet internalized expectations or have been struggling with an expectation, remind them of the expectation beforehand.

Why do it: Reminding students of expectations right before an activity will ensure students understand what to do. It will also make you more comfortable correcting and/or consequenceing students if they don't meet expectations.

Reminding students about expectations is important when it's the beginning of the year (and expectations haven't been internalized yet) OR when the expectation hasn't been going well of late.

Examples:

Situation: Last week during Independent Practice a lot of students stopped working as they waited for you to come over and help them.

Reminder: Right before Independent Practice, you say, "If you get confused raise your hand. But you must continue working as you raise your hand so you don't waste your own time. Skip to the next problem or continue trying to figure out the one you're on."

As students master the expectations for different parts of class, you can remind them of expectations less. As problems arise, you can then return to the reminders.