S-Structure the classroom for success: Room arrangement, materials and schedule, beginning and ending routines, clear expectations	T-Teach students to behave responsibly in the classroom: Teach expectations for classroom, transitions, common areas. Teach and re-teach.	O-Observe student behavior: Circulate and scan, friendly, respectful modeling and monitoring. Collect data during observation.	I-Interact positively with students: Say hello, make eye contact, smile, use first name, more positives than negatives.	C-Correct fluently in a manner that does not disrupt instruction: Calm, consistent, brief, immediate, respectful feedback and redirection.
ENVoY-Phases 1, 2, 3, 4	ENVoY-Phases 2,3	ENVoY—Phases 1,2,3,4	ENVoY—Phases 1,2,4	ENVoY—Phases 1,2,3,4
***Freeze Body** and **Above Pause Whisper**: These skills result in getting the class' attention and focused to learn within 5 or fewer seconds. ***Yellow Light:** Shortens time it takes to get students' attention or ready group for transitions. * **Location refinements:** Teacher uses fixed management locations to establish comprehension of management expectation: Locations have memories. Example: Teacher stands in specific location every time she asks for the class' attention. ***Flexible teaching and learning locations:** Used to	*"**Manage the behavior, not the student.**" ***Visually posted expectations:** Key expectations include icon, picture, or visual cue. Numbered (5 or fewer) and are used to manage a student visually rather than verbally. These are used in hallways and common spaces also. ***Manage out of their Preference for Learning:** Teacher uses locations, modeling, and gestures for routine management with minimal verbiage. Adding visual enhancements results in increased understanding of teacher request and is especially helpful in managing Auditory and	***All ENVoY 7 Gems are measurable:** Gems 1 & 2 in < 5 seconds Gems 4 & 5 in < 20 seconds Gems 6 & 7 = 100% on-task Gem 2 = 80 to 100% visible engagement for every question/answer response **ENVoY Scan Forms** used to collect this data. ***Self and Peer Observation Forms**: Provided for <u>every</u> ENVoY Gem and Refinement skill included in *ENVoy Your Personal Guide to Classroom Management.* Forms guide observer how to watch "what the teacher does and how the student or class responds." * **Mini-Mits Refinement:** Teacher uses this skill every few minutes when	***Approachable Non-Verbals:** Teacher is aware of and uses approachable non-verbals of body, voice, eyes, and breathing to develop, enhance, and preserve relationship with individual students or class; includes smiles, group giggles, use of student name, etc. ***Positive Reinforcement: One-on-One:** Use of visual, auditory, and Kinesthetic praise with specific timing to enhance productivity and engagement of an individual student ***Positive Reinforcement: Group Feedback:** Use of visual, auditory, and Kinesthetic praise with specific timing to enhance productivity and	***Avoiding the Hooks:** Teacher avoids getting "hooked" into conversation or conflict with a student by using brief initial eye contact, then using a non-verbal to redirect or manage the student. Avoiding sustained eye contact allows the teacher to avoid the second hook, the mouth…where management often loses its brief or respectful nature. ***Influence Approach:** Teacher manages from a distance privately and non-verbally * **Influence Approach and Refinements:** Teacher <u>avoids</u> managing with Power components of stares, closeness to student, lots of verbiage/lecturing, loud voice, etc.

increase chances of students seeking the teacher, a technique that increases student focus on teacher…a positive management tool during the Teaching Phase of a lesson. ***Exit Directions and Advanced Exit Direction Refinements:** Provides visually posted directions every time teacher releases students to independent practice (called seatwork in ENVoY). These include what to do, where to put it, time to finish, and what to do when done. Increases self-directed productivity and provides teacher more uninterrupted time for working with students 1-on-1 or in small groups while others are on task. ***Opening Visual Instructions:** Results in students being ready to begin instruction quickly as well as engaging them in cognitive exercises immediately.	Kinesthetic students. ***Maintaining the Productive Atmosphere-Private voice:** Teacher models private voice during seatwork to decrease distractions and off-task behaviors. Visual icons are used to teach and remind students of appropriate voice volume. Helps keep classroom productive during student work phase of lesson. ***Exit Directions and Advanced Exit Directions:** Teacher releases students to independent work visually and verbally with these techniques. Provides students clear expectations for productivity and engagement, checks for every student having all materials and needs met before release to working, and gives teacher a visual component to use for managing students non-verbally if they are off-task.	monitoring the class. It maintains classroom productivity when students are in independent practice phase of lesson. Also used each time teacher interrupts to make an announcement and re-releases class to work again.	engagement of a class or group of students. ***Positive Comments:** Teacher makes positive comments about individuals or groups that are meeting expectations. These become models for other students who comply more quickly with expectations. Used to speed transitions and refocus class. Use "I like" for grades 4 and under, use "Name or Group is …" for grades 5 and above. ***Building Relationship with Inclusive Language:** When to use "we" versus "you" to improve group dynamics and teacher/class relationships is focus of this skill.	***Influence Approach:** Teacher <u>manages</u> with calm Influence components of brief eye contact, managing from a distance, credible but low voice to call name, gesturing to redirecting behavior or productivity, looking and pointing to posted expectations and/or directions, relaxed breathing. Student remains calm and focused with Teacher/student relationship preserved. ***2 point vs 3 point:** Teacher uses 3 point reference (written document) to conference with student who continues to misbehave. 2 point vs. 3 point strategy is used for hard-to-manage students or difficult parent communication. ***Decontaminating the Classroom** and **Break and Breathe Refinement:** Redirection of entire class into productivity and focus is based on the use Credible non-verbals, brief, positive language, and a return to

*Overlap: A skill that is especially useful on Routine Days, this technique speeds up transitions from one activity to another seamlessly. Used most often during the Teaching Phase of a lesson, the teacher readies the class for the next activity just before the end of the current one. Teacher should be mindful of student age and attention span capacity with this skill.	***Raise Your Hand, Speak Out, and Teacher Only One Talking:** This is a set of 3 different techniques. They establish clear management modeling for high engagement during the teaching phase of a lesson. The teacher uses a pattern of verbal and non-verbal signals to both manage students into and out of each of the 3 modes. These skills result in students knowing how to respond, when to respond, and how to engage with the teacher or class appropriately. It is one of the most difficult and sophisticated Gems for the teacher to do correctly, but results in 80% or more visible engagement for every question the teacher poses in a lesson! ***The 4 C's of Raise Your Hand Refinement:** This series of 4 techniques provides strategies for getting 80% or more hands raised before an answer to a question is revealed. Teachers may chose to call			teaching with no negative emotion. Students are calm and able to fully concentrate when they are redirected to work. ***Off/Neutral/On:** This patterned non-verbal skill is used one-on-on privately to shift a student who is off-task into on-task engagement. It eliminates short term shifting of students into "acting" as if they are on task (neutral) which usually results in a return to off task behavior.

	on an individual or have the entire class respond in a controlled speak out once the target is reached for engagement. ***Opposite Side of the Room:** This skill redirects teacher location to strategically avoid inadvertently failing to include every student in group communication.		