

Standard 6(d) Rationale: Use of instructional time maximizes student achievement.

I chose my most recent comprehensive evaluation as my artifact which justifies this criterion. Under **Standard 6 (d)** my supervising principal writes about his observations in my class of bell-to-bell instruction. Even at the end of the day we often go to the bell. I take the use of class time very seriously because I only get the students for a small amount of time and I have big plans for what I want them to learn. I do use class time promote buy-in to less popular activities. If we have a day where most of the class will come from lecture, I usually make a deal with the students that I will give them the last 1-2 minutes of class to pack up and relax. My students also know that this is not a given or a guaranteed right. Often, we just have to use the whole class because that is what the activity requires. At the beginning of class, I like to get the students started right away. My beginning of the class routine requires students to “Mind their P’s and Q’s”. This stands for get out your **pencils, packets, and plans, quickly and quietly** before the bell rings. Then I start immediately with beginning of the class announcements and reminders to give students time to transition into class. Often, I will then proceed to a Thought Jot to setup up the class, get the students in the right mindset, and allow me to take attendance.