
DISMISSAL PROCEDURES

Teach students exactly what you want them to look and sound like at the end of a period and then have them practice doing it. Use a photo of a student who is completely ready and attentive, or of the class in perfect dismissal formation to reinforce your expectation at the end of each period. Below, find two sample lesson plans with images for teaching dismissal.

SAMPLE LESSON PLAN #1: Dismissal

Teacher: Christina D.

Grade Level: High School

Procedure: Dismissal

Objective: Students will understand how they should look and sound at the end of the period in order to be dismissed. Students will be able to get into dismissal formation within 30 seconds of being directed to.

Lesson Plan:

- A. **Intro:** Ladies and gentleman, dismissal has not been going the way I want. That is not your fault. That is my fault, as I am in charge of how the classroom runs. But I have a solution. I am going to tell you what I want, I am going to show you what I want, you are going to practice giving me what I want, and then we will try it In real time at the end of the period. So, this is what I want (*display image of perfect dismissal formation*).

- B. **Active Engagement:** When I say GO, turn to your elbow partner, take 90 seconds, and list 5-6 things you think I want you to do at the end of every period, based on this image. For example what do you do think I want you to do with your hands, feet, eyes, ears, mouths, backpacks, etc. (*After 90 seconds*) Now I will show you a list of the things I was trying to convey in the image. (*Show new image with elements labeled or listed: Seated, Facing Forward, Backpacks Off, Hands Folded on Desk, Eyes on*

Teacher, Mouths Closed). Turn to your elbow partner and take 63 seconds to discuss which of these you think are reasonable and which you think are unreasonable. Be ready to defend your thoughts. *(After 63 seconds)* What do you think? *(Call on students, both volunteers and randomly, to share thoughts. Make adjustments if they seem reasonable. For example, if students feel strongly that they should be allowed to have backpacks on, I might adjust that. Or if they have an alternative to hands folded, like hands empty and above desk, I might adjust. But I will only adjust if the modifications they propose achieve the same purpose, which is their undivided attention at the end of the period)*.

- C. **Practice & Assessment:** Now we will practice. When I say GO, stand up and find your quadrant 1 partner *(pre-arranged partnerings were set up earlier in the week - everyone has partners for quadrants 1-4, as well as an elbow-partner and a twist-partner. Students know if their partner is absent to join with another partner group)*. Tell your partner what you did over the weekend. When you hear my chime, return to your seats as quickly as you can and match the dismissal image. GO *(Students practice)*. Ok, let's de-brief. *(If they did it perfectly in under 30 seconds, I will point out how well they did and tell them they should do it exactly like that at the end of the period. If it is messy, chaotic, takes more than 30 seconds, or a few people are just being silly and purposely not doing what I want, we will de-brief the things that need to be different and then try again. I expect to need to try again)*. That was pretty good. But it took too long. We are looking for everyone to be in dismissal position in under 30 seconds after the chime is rung. So we will try it again. This time try to get settled more quickly. Also, a few of you were talking or straggling on purpose. If you choose to do that again this time, I will take that to mean you need individual practice one-on-one with me after school. I am happy to be here to do that with those of you that need it. Now let's try again. When I say GO, please find your quadrant 4 partner and discuss your weekend. When you hear the chime, please get into dismissal position as fast as you can. GO *(de-brief again)*.

D. Implementation: Five minutes before the end of the period I will put up the Dismissal Image and ask students to match it. We will de-brief the procedure. Then I will remind them about the homework and make my final announcements and let them go. In the future I plan to use the image for the final two minutes of class. But when it is first introduced, they may need extra time and we want a buffer for de-briefing as well.



SAMPLE LESSON PLAN #2: Dismissal

Teacher: Michael M.

Grade Level: Middle School

Procedure: Dismissal/End of Class

AIM: Leaving class in a safe and structured way

Rationale: Students need to be more organized when leaving class. Pushing, shoving, and groups rushing the door after packs and jackets are prepared is common.

Objective: Create an organized method for exiting class

Lesson Path: (T=Teacher S=Students)

T- Why should crowds of people leave a building in an organized way?

S – Turn and Talk – Students tell each other why people should do this.

T – Circulates and listens in

S – Shares with the class – target responses – it is safer, easier, more efficient, less stressful

T – What's it look like when people leave a building in a disorganized way?

S – Shares – Pushing, shoving, screaming are target responses.

T – What does it look like when we leave the classroom at the end of the period? Organized or disorganized?

S – Most will agree it is disorganized.

T –I've noticed when we leave class there is some pushing and shoving, and also some people are getting upset when their personal things are knocked to the ground. I've also noticed that I can't get to the phone or the front door when people congregate around it at the end of class. Today we begin to fix all that.

T – Tells students that when T says "Pack Up" they will pack up their backpacks, stand up, push in their chairs (or put them up if 6th period), place both hands on their backpack in front of them, look forward to the teacher, and wait patiently for the teacher to dismiss their row.

Teacher will specify that the bell is NOT the signal to leave. They must wait for teacher to dismiss their row.

T – Models with borrowed backpack.

T – Organizes class into 3 groups, each group demonstrates the ability to follow the procedure quickly upon hearing the verbal cue to “pack up.” Students rehearse new method accountability free, but teacher writes down the names of those failing to meet requirements of method. Teacher lets these students know that we will try it two more time as a class for practice and if they do not do the method correctly by then they will come in at lunch the next day to practice some more on their own. This kind of lunch detention is the standard consequence for all non-compliance at this school.

T – Directs attention to poster presenting ideal method of packing up. Image showing what new method looks like will be on wall.

Teacher will need only gesture towards image to remind class of her expectation.

T – We will practice two more times and then try this at the end of the period and see how we do.

S – Practice 2 more times as a class.

S – Answer comprehension questions:

- 1) Why do you think we are practicing how to pack up at the end of the period?
- 2) How is this new way better than how we were packing up before?
- 3) What questions or comments do you have about this new method for packing up?

T – Guides discussion centered around student answers to these questions.

