



Tight Transitions is a quick and effective practice that students perform without extensive guidance from the teacher. Transitions are the points during a class when students end one activity and begin another or physically move from one place to another. “Messy transitions are an invitation to disruptions and conflicts” (Lemov, 2010), but teachers can easily implement smooth and crisp transitions in order to maximize learning time. To accomplish this, teachers must provide clear expectations to students and practice the routine consistently until steps are performed quickly and orderly. The investment in teaching students to execute Tight Transitions creates an increase in instructional time over the course of a school year and also helps manage discipline by promoting a positive and respectful classroom environment.

- Review lesson plans and routines to identify what transitions occur in the classroom. These may include (but are not limited to) entering class, distributing and collecting materials, moving in and out of groups, and/or dismissal.
- Plan the most efficient and practical way to accomplish the task or transition.
 - An effective way to teach transitions is to scaffold the steps: teach the steps one at a time. For example: “When I say one, please stand up and push in your chairs. When I say two, please turn to face the door. When I say three, group 1 please line up.”
 - Point- to -Point Movement (Lemov, 2010) is when the teacher identifies a location/action and students move to that point and stop. For example, “Please walk to the door by the library, and stop there.”
- Break tasks down into smaller steps that are clear and age appropriate.
- Teach students to follow the procedure step-by-step.
- Allow time for students to practice repeatedly, possibly using a stopwatch, until



Additional Tools

Entry Routine and Do Now

These are quick activities that teachers use when students first enter the classroom. They do not require teacher input; they engage students with content, and start the lesson/day by giving learners a feeling of success.

Hallway Work

Students are engaged in an objective aligned activity during out of class transitions. Examples of Hallway Work are practicing with flash cards and/or reading books. Click the link above for more examples.

For more strategies and/or resources, visit houstonisd.org/EffectivePractices



ALERTS

Spending too much time practicing routines takes away from instruction. Basic routines should take four to six days to establish and can be perfected over time, not all in one day.



QUICK TIPS

Get students excited about practicing the steps in a specific routine by making it a game where teams can compete against each other and/or the clock.