



Preparing Procedures for the First Day

Efficiency in the classroom is the hallmark of the effective learning environment. Established procedures, consistently applied and taught to students at the onset of the school year, will significantly improve classroom management.

Directions:

- ◆ Place a check (✓) beside each item for which a procedure has been established.
- ◆ Place an (X) by any item for which a procedure is yet to be established.
- ◆ Highlight those items that will be taught the the first day of class.

1. Beginning Class		Notes
<input type="checkbox"/>	A. Recording Attendance	
<input type="checkbox"/>	B. Academic Warm-Ups	
<input type="checkbox"/>	C. Distributing Materials	
<input type="checkbox"/>	D. Class Opening	

2. Room and School Areas		Notes
<input type="checkbox"/>	A. Shared Materials	
<input type="checkbox"/>	B. Teacher's Desk	
<input type="checkbox"/>	C. Drinks, Bathroom, and Pencil Sharpener	
<input type="checkbox"/>	D. Student Storage and Lockers	
<input type="checkbox"/>	E. Student Desks	
<input type="checkbox"/>	F. Learning Centers and Stations	
<input type="checkbox"/>	G. Playground and all Schoolgrounds	
<input type="checkbox"/>	H. Lunchroom	
<input type="checkbox"/>	I. Halls	
<input type="checkbox"/>	J. Seating Charts	

3. Setting Up independent Work		Notes
<input type="checkbox"/>	A. Defining "Working Alone"	
<input type="checkbox"/>	B. Asking for Assistance	
<input type="checkbox"/>	C. Identifying Resources	
<input type="checkbox"/>	D. Scheduling	
<input type="checkbox"/>	E. Interim Checkpoints	

Classroom Management

4. During Instruction	Notes
<input type="checkbox"/> A. Teacher, Student Contacts	
<input type="checkbox"/> B. Student Movement in the Room	
<input type="checkbox"/> C. Signals for Students' Attention	
<input type="checkbox"/> D. Signals for Teacher's Attention	
<input type="checkbox"/> E. Passing Out Books or Supplies	
<input type="checkbox"/> G. Student Participation	
<input type="checkbox"/> H. Laboratory Procedures	
<input type="checkbox"/> I. Movement in/out of Small Groups	
<input type="checkbox"/> J. Turning in Student Work	
<input type="checkbox"/> K. Handing Back Student Work	
<input type="checkbox"/> L. Out-of-Seat Policies	
<input type="checkbox"/> M. Expected Behavior in Group	
<input type="checkbox"/> N. Behavior of Students not in Group	

5. Ending Class	Notes
<input type="checkbox"/> A. Putting Away Supplies, Equipment	
<input type="checkbox"/> B. Cleaning Work Areas	
<input type="checkbox"/> C. Organizing Class Materials	
<input type="checkbox"/> D. Dismissing Class	

6. Discipline Plan	Notes
<input type="checkbox"/> A. Rules	
<input type="checkbox"/> B. Conduct	
<input type="checkbox"/> C. Consequences and Rewards	

7. Other Procedures	Notes
<input type="checkbox"/> A. Fire Drills	
<input type="checkbox"/> B. Lunch Routines	
<input type="checkbox"/> C. Student Helpers	
<input type="checkbox"/> D. Parent Volunteers	
<input type="checkbox"/> E. Safety	
<input type="checkbox"/> F. Substitute Provisions	
<input type="checkbox"/> G. Internet Usage	

8. Work Requirements	Notes
<input type="checkbox"/> A. Heading for Papers	
<input type="checkbox"/> B. Use of Pen or Pencil	
<input type="checkbox"/> C. Writing on Back of Paper	
<input type="checkbox"/> D. Neatness, Legibility	
<input type="checkbox"/> E. Incomplete Work	
<input type="checkbox"/> F. Late Work	
<input type="checkbox"/> G. Missed Work	
<input type="checkbox"/> H. Due Dates	
<input type="checkbox"/> I. Makeup Work	
<input type="checkbox"/> J. Supplies	
<input type="checkbox"/> K. Coloring or Drawing on Paper	
<input type="checkbox"/> L. Use of Manuscript or Cursive (Elem.)	

9. Communicating Assignments	Notes
<input type="checkbox"/> A. Posting Assignments	
<input type="checkbox"/> B. Orally Giving Assignments	
<input type="checkbox"/> C. Provision for Make-Up Work	
<input type="checkbox"/> D. Long-term Assignments	
<input type="checkbox"/> E. Term Schedule	
<input type="checkbox"/> F. Homework Assignments	

10. Student Work	Notes
<input type="checkbox"/> A. In-class Participation	
<input type="checkbox"/> B. In-class Assignments	
<input type="checkbox"/> C. Homework	
<input type="checkbox"/> D. Stages of Long-term Assignments	

11. Checking Assignments in Class	Notes
<input type="checkbox"/> A. Students Exchanging Papers	
<input type="checkbox"/> B. Marking and Grading Assignments	
<input type="checkbox"/> C. Turning in Assignments	
<input type="checkbox"/> D. Students Correcting Errors	

12. Grading Procedures	Notes
<input type="checkbox"/> A. Determining Grades	
<input type="checkbox"/> B. Recording Grades	
<input type="checkbox"/> C. Grading Long Assignments	
<input type="checkbox"/> D. Extra Credit Work	
<input type="checkbox"/> E. Keeping Papers, Grades, Assignments	
<input type="checkbox"/> F. Grading Criteria	
<input type="checkbox"/> G. Planning for a Portfolio	

13. Academic Feedback

Notes

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- A. Rewards and Incentives
 - B. Posting Student Work
 - C. Communicating with Parents and Other Teachers
 - D. Students' Records of Grades
 - E. Written Comments on Assignments
 - F. Electronic Messages
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Use the space below to draw a diagram of the new teacher's classroom. Include traffic patterns and permanent fixtures.

My Classroom

