

Procedures Check for Secondary Teachers

The following checklist is adapted from "Guidelines for the First Days of School," from the Research Development Center for Teacher Education, Research on Classrooms, University of Texas, Austin.

Activity:

If you have a procedure for the item listed, put an + mark in the "My procedure/plan column."

If you do not have a procedure for the item listed, put a - mark in the "My procedure/plan column."

If the item listed is unfamiliar to you, put a 0 in the "My procedure/plan column."

STARTING CLASS	My Procedure
Taking attendance	
Marking absences	
Tardy students	
Giving makeup work for absentees	
Enrolling new students	
Students who leave early	
Warm-up activity (that students begin as soon as they walk into the classroom)	

ENDING CLASS	My Procedure
Putting things away	
Dismissing class	
Collecting papers & assignments	
Bringing closure to the learning	

INSTRUCTIONAL TIME	My Procedure
Student movement within classroom	
Use of cell phones & headphones	
Student movement in & out of classroom	
Going to restroom	
Getting students attention	
Student talking during class	
What students do when their work is completed	
Working together as a group(s)	
Handing in papers/homework	
Appropriate headings for papers	
Bringing/distributing/using textbooks	
Students who don't have paper & pencils	
Signals for getting attention	
Touching other students in classroom	
Eating food in classroom	
Laboratory procedures (materials & supplies, safety routines, cleaning up)	
Students who get sick during class	
Using pencil sharpener	
Listing assignments/homework/due dates	
Systematically monitoring student learning during instruction	

OTHER	My Procedure
Lining up for lunch/special events	
Walking to lunch/special events	
Backpack storage	
Personal things storage during class	
Materials organization for easy access	
Cleaning out locker	
Preparing for drills & actual drills	
Going to gym for assemblies & pep rallies	
Student vs. teacher spaces	
Handling & use of school technology	
Handling & use of class equipment	

STUDENT ACCOUNTABILITY	My Procedure
Late work	
Missing work	
Extra Credit	
Redoing work & retaking tests	
Incomplete work	
Neatness	
Papers with no names	
Using pens,pencils, markers	
Using computer-generated products	
Internet access on technology	
Setting & assigning due dates	
Writing on back of paper	
Make-up work & time to complete	
Letting students know assignments missed due to absence	
Having contact with all students at least once during the week.	
Explaining your grading policy	
Letting new students know your procedures	

HOW WILL YOU...	My Plan
Directly M.A.P. out procedures students need to do to be successful?	
Determine grades on report cards (components and weights of those components)?	
Grade daily assignments?	
Record grades so that assignments & dates are included?	
Make sure your assignments & grading reflect progress toward standards?	
Contact parents if problems arises regarding student behavior?	
Contact parents with positive feedback about their child?	
Keep records & documentation of student behavior?	
Document adherence to IEP?	
Return graded papers in timely manner?	
Monitor students who have serious health issues?	

Below is a sample of how you might plan out a procedure.
Thanks to Karen Miller from Grapevine, Texas!

STARTING CLASS	MY PROCEDURE
Taking attendance	<ul style="list-style-type: none"> ▪ Students are assigned seats. Seats are numbered, and students are assigned numbers. ▪ The teacher has a seating chart for each period. The seating chart consists of small Post-its with the student's name and a small photograph if necessary, and these are attached to a plan of the desks in the classroom. (Photographs are obtained from the yearbook and the attendance list from the computer.) ▪ The teacher can take attendance using the chart while the students are working on their warm-ups. Data are entered into the computer. ▪ For the first week of school students call out their names as the teacher checks the chart to help with pronunciation and association. ▪ Post-it notes are moved around when new seats are assigned.

Where you marked a – or a 0 there is a possibility to prevent problems from happening by establishing a procedure. Procedures maximize predictability! Procedures establish a pattern for the brain. When there is no pattern the norm is anxiety. Once you have your procedures planned out- **M.A.P.** it for students.

Model ♦ Add Visuals ♦ Practice