

**Classroom Management II
Procedures**

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WARMUP

- Please sit in grade level groups (Elem, Middle, High)
- Complete the following assignment:
 - INDIVIDUALLY, identify procedures you feel are essential to have in a classroom and brainstorm possible processes to follow.
 - IN GROUPS Discuss the brainstormed procedures

Learning Objective

- The learner will understand the importance of classroom procedures and develop several for use in the classroom.

PROCEDURES

- NOT a discipline plan
- NOT a threat, a rule, or an order
- A method or process for how things are to be done in the classroom

IMPORTANCE

- Necessary to participate successfully in classroom activities, to learn, and to function effectively in the school environment
- Allow many things to take place efficiently with minimal wasted time and confusion
- Increase on-task time and reduce classroom disruption
- Reduce discipline problems

Discipline vs. Procedures

- Discipline has penalties and rewards
- Procedures have no penalties or rewards
- Discipline addresses how students behave
- Procedures address how things are done

Procedures are part of life

- Traffic lights dictate who will turn, stop, and go.
- At the conclusion of a wedding, a procedure is followed to exit the church.
- To make a deposit a slip is filled out, a check is signed, identification is presented, etc.

Procedures are Part of School Life

- Dismissal at the end of the day
- Getting the students' attention
- Beginning of the instructional day
- Ask for assistance/Ask a question
- Turning in assignments
- Boarding the school bus
- Getting lunch in the cafeteria

Procedures According to Wong

A smooth-running class is the **responsibility** of the teacher, and it is based on the teacher's ability to **teach procedures.**

When Procedures Fail. . .

- The students do not know the procedures.
- The students have not been trained to follow the procedures.
- The teacher has not thought through what happens in the classroom.

The Three Steps to Teaching Procedures
-Dr. Harry K. Wong

- **Explain**-State, explain, model and demonstrate the procedure.
- **Rehearse**-Rehearse and practice the procedure under your supervision.
- **Reinforce**-Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

EXPLAIN. . .

- **Define the procedure in concrete terms**
- **Demonstrate the procedure: don't just tell**
- **Demonstrate a complex procedure step by step**

REHEARSE

- Have students practice the procedure, step by step, under your supervision. Make sure that the steps are performed correctly.
- Have the students repeat the procedure until it becomes routine. The goal is to perform the procedure automatically, without supervision.

REINFORCE

- Determine if the students have learned the procedure or if they need further explanation, demonstration, or practice.
- Reteach the correct procedure if rehearsal is unacceptable, and give corrective feedback.
- Praise the students when the rehearsal is acceptable.

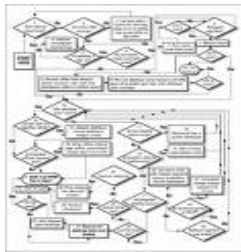
Wong's Insight into Classroom Procedures

- Video Reflection
 - What procedures will I need?
 - What ideas do I have for developing my classroom procedures?
 - What resources will I need?

CONSIDER THESE SITUATIONS. . .

- Entering the class
- Getting to work
- Turning in papers
- Getting students' attention
- Dismissal from class
- Walking in the halls
- Asking for assistance
- Completing warm-up

Writing Your Own Procedures



Just kidding . . .its not really that complicated ☺

Writing Your Own Procedures

- Using the "Procedure Checklist" handout, work in small groups (no more than 4 or 5) by instructional age group level to discuss and write procedures.

Procedure Checklist

- Students entering class before the tardy bell.
- Students entering class after the tardy bell.
- Student dismissal at the end of class.
- Students needing to leave prior to the end of class (nurse, office, counselor, etc.)
- Students needing to use the restroom.

Procedure Checklist

- Students needing materials (pen, paper, etc.)
- Students speaking, asking questions.
- Students getting out of their seats to sharpen pencil, throw away trash.
- Class movement to library, computer lab, etc.
- Bell activities/warm-up – what, where, grading, timing.

Procedure Checklist

- Checking attendance.
- Receiving make-up work.
- Intercom announcements (expectation)
- Visitors to the classroom (principal, parents, other teachers, student aides)
- Collection of student work.
- Distribution of student work.

Procedure Checklist

- Asking questions of class.
- Test situations.
- Group work expectations.
- Student work: heading papers, pen or pencil?
Late work, due dates, notebook expectations?
- Homework: how much, when, grading it.

Procedure Checklist

- Transitions in classroom.
- Students who finish early.
- Substitute expectations.
- Emergency situations: power failure, fire drill, shelter in place, etc.

The Effective Teacher

- Has well-thought-out and structured procedures for every activity.
- Teaches the procedures for each activity early in the year.
- Rehearses the class so that procedures become class routines.
- Reteaches a procedure when necessary and praises to reinforce when appropriate.
