Module B: #4: Routines and Procedures

Teaching Classroom Procedures

Using the tell, show, and practice format of explicit instruction ("I do, You do, We do"), teachers will want to introduce procedures just prior to using them for the first time, review and extend their teaching over time, and reteach as data indicates a need. In addition to reviewing frequently, teachers will also want to prompt or pre-correct students regularly to set them up for success as academic skills are introduced or activities change.

Situation Requiring a Classroom Routine or Procedure

Examine the following list and check those that are relevant to your current or future teaching situation.

Type of Situation	Situation	Check
Movement	Into classroom	
	Out of classroom	
	Transition to a new activity	
	To another area in the school	
Use of	Bathroom	
	Drinking fountain	
	Pencil sharpener	
	Lockers	
	Recess equipment	
	Computers	

	Specialized equipment (e.g. microscopes, Bunsen burners, tape recorders)	
Materials/Assignments	Bringing materials to class	
	Using notebook or folder	
	Having no paper	
	Having no pencil/pen	
	Distributing materials	
	Communicating assignments	
	Determining assignments after being absent or not in class	
	Correcting work in class using keys	
	Correcting work with teacher	
	Turning in work	
	Returning corrected work	
	Determining grades	
	Late work	
Cues for	Attention	
	STOP	

	Different voice levels • Silence • Quiet Voice (heard by partner or teammates only) • Discussion Voice (easily heard by classmates) • Presentation Voice (heard in all corners of the room • Outside Voice (recess only)	
Gaining Assistance	During a lesson	
	During independent work when the teacher is available	
	During independent work when the teacher is working with a small group	
	During cooperative team activities	
	During computer time	
How to be engaged	During whole group instruction	
	During small group instruction	
	During rug activities	
	During independent seat work	
	During time at stations	
	During music, library, PE, art, etc	

	During Sustained Silent Reading	
	At the beginning of the period	
	At the end of the period	
	When a visitor comes to class	
	When the principal observes	
	When a guest teacher is in class	
What to do when...	You are tardy	
	You have been absent	
	You need extra help	
	You don't understand something	
	You are feeling ill	
	You don't have lunch or lunch money	
	It's snack time	
	There is a rainy day recess	
	There is a drill	
	There is a school lockdown	
	There is an assesmbly	

Example: Classroom Matrix

These would come from the SW matrix (IF classroom behaviors are addressed on the Schoolwide Matrix)

Schoolwide Expectations	Classroom Behaviors	Classroom Routines			
		Morning Routine	If you finish early	How to Transition	Small Group Work
EXAMPLE Be Responsible	Use my time appropriately Clean up after myself Be ready to learn	Turn in homework Put materials in your desk Begin morning work	Turn in your work in the basket Read silently in your seat	Put materials away on my signal Get materials ready for the next activity	Do your fair share Manage time carefully

Now try it on your own: remember, if your schoolwide matrix does not address Classroom, then you do not need the "Classroom Behaviors" column

Schoolwide Expectations					

Other Academic Routines

Consider ways to teach other academic content in a consistent, systematic format. Perhaps one of the most common academic routines is a vocabulary routine that can be used across all content areas.

Words	Teacher selected words that are:	Comments
	• Unknown	
	• Critical to passage or unit	
	• Useful in the future	
	• More difficult	
	• Contain generalizable elements	
Meaning	Teacher clearly conveyed meanings using:	
	• Student-friendly explanations	
	• List of critical attributes	
	• Relevant parts of words	
Examples/ Non	Teacher used examples and non-examples that:	
	• Were clear and unambiguous	
	• Included examples that were familiar and others directly related to passage	
	• Included range of examples	
	• Included non-examples as needed	
Instruction	Teacher effectively:	
	Introduced word's pronunciation	
	• Had students repeat difficult to pronounce words OR	
	• Had students tap out oral syllables	
	Clearly presented word's meaning	
	Illustrated words with examples	
	Concrete examples	
	Visual examples	
	Verbal examples	
	Checked understanding	
	Examples and Non-Examples	
	Generate Examples	
	Deep Processing Questions	
	Communicated clearly	
	Actively involved students	
	Provided multiple exposures to words	
	Expanded instruction in appropriate ways:	
	Logs	

	Word Wall	
	Synonyms - Antonyms	
	Parts of Speech	
	Word Families	