

EDUC 335 Reading in the Content Field: Secondary

Concepts addressed:

**ESTABLISHING DAILY PROCEDURES AND ROUTINES**

One of the most effective ways to increase the level of positive behavior in the classroom is to provide a comfortable set of classroom routines for students. When teachers do not develop a plan for procedures and routines, students will develop their own. Being consistent in the way you manage your classroom will save many hours of precious instructional time and help to eliminate classroom management issues.

Procedures and routines must be established at the outset of the school year or semester. Once established, procedures and routines should be taught just as one teaches course content. The extra time spent teaching procedures and routines will result in decreased classroom management issues and more efficient learning. It is important that students understand the rationale for procedures and routines as well as how to adhere to them. A well-managed classroom creates a self-disciplined environment.

The following are areas for which teachers may wish to establish daily procedures and routines:

- Have all materials for the day's lesson ready to distribute as students enter the classroom or put materials in folders or baskets and teach students to pick them up as they enter the classroom.
- Create a pattern for collecting papers to avoid confusion, options include collecting papers as students leave the classroom or establishing a set routine such as always handing papers to the front or back of the row or dropping papers in the same folder/basket.
- Don't waste time taking attendance by calling roll, instead, use a seating chart to quickly determine attendance
- Students will ask to leave the room, consider how many students may leave the room at a time, time limits for being out of the room, reasons for leaving, etc. and then stick to your policies
- In addition to verbalizing your expectations and giving directions, write your expectations on the board as numbered steps, it is a good idea to question students to check for understanding of expectations before they begin their task, it may be helpful to provide a handout a well
- The first ten minutes of class are critical to a productive, successful class period. This is your chance to focus the class and engage students in the learning process. Consider any of the following to get things moving in the right direction: have students quiz each other, respond in writing to a question or quote, predict the day's learning, take a quiz, brainstorm, solve a puzzle, etc ..
- Throughout your class period, there may be many transitions between activities. Take care to design activities that naturally flow from one to the other and establish time limits for transitions. Give directions BEFORE breaking into small groups and provide a checklist of goals to accomplish for the class period so that students can monitor their progress.

- The last ten minutes of class can be feast or famine, it is best to avoid giving "free time", rather, have a meaningful closing activity to wrap up the day's lesson such as: review key concepts, have a quiz, have students predict what the next lesson will consist of, have students respond in writing to a question or a quote, play a review game, ask students to identify and link five facts they learned from the day's lesson, etc.