The key to successful classroom management is prevention of problems before they occur, not knowing how to deal with problems after they have begun. Clarifying specific expected behaviors for the classroom is essential, and the same behaviors that reduce classroom disruptions are clearly associated within creased student learning (Brophy

& Evertson, 1976).

Having classroom procedures….

1. **Increases instruction time by preventing problem behavior**. Procedures show students how to behave and minimize the amount of non-academic time while increasing time for academic instruction.
2. **Frees teachers from correcting misbehavior.** When students perform routine functions smoothly, teachers can focus on catching then being good and are freed to take care of instructional tasks, review student work, and have to provide less correction.
3. **Improves classroom climate**. Students experience higher rates of success and satisfaction ensuring a positive learning climate. When you take time to explain how things are to be done, you appear fair and concerned.
4. **Creates shared ownership of the classroom**. Involving students in management of the learning environment empowers them, helping them to feel a partnership for their success and that of others.
5. **Develops self-discipline**. Procedures provide students with productive work habits that lead to personal accountability and effectiveness later in life.

**Creating Classroom Procedures:**

A procedure is a method or process for how things are done with the classroom. They are directed as successfully accomplishing a specific activity. In life, to do anything successfully, you simply follow procedures. In the classroom the same is true. Well thought our procedures set the class up for learning to take place. A few examples of one teacher’s classroom procedures are below:

**Lining Up to Exit the Classroom**

* 1. At the signal, put materials away and clear your desk
	2. When your row is called, push in your chair and move quietly, walking to the doorway
	3. Line up facing the door, keeping one space between each person
	4. Keep hands and feet to self
1. Listen to the teacher and wait for the signal to depart

**Start of the Day**

1. Enter the room quietly.
2. Take your homework folder and any other necessary items out of your book bag.
3. Hang you coat and book bag on your hook and place your lunch on the shelf.
4. Sharpen 2 pencils
5. Sit down at your seat and read the board to begin your morning work.
6. You may not leave the room after entering unless you check with Mrs. Snodgrass first.

**Morning Work**

1. This is quiet time so that Mrs. Snodgrass can check homework folders and do lunch count.
2. Look at the board for your directions and begin working.
3. When your name is called, say hot or cold and bring your homework folder to Mrs. Snodgrass’s desk.
4. Do not come up to Mrs. Snodgrass’s desk with morning work questions until lunch count is finished.
5. When you finish your morning work, put it face down on the corner of your desk for Mrs. Snodgrass to check and make a quiet choice.

Classroom procedures are a task analysis and the sequential listing of the steps that are necessary to successfully complete an activity or task. Classroom procedures are comprehensive and include all necessary steps, in order, while being brief and concise as possible.

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| Effective Procedures are… |
| **Observable** | “I can see it” |
| **Measureable** | “I can count it” |
| **Positively Stated** | Communicates what you want students to do. |
| **Understandable** | Vocabulary consistent with students’ grade/ability level and is developmentally appropriate. |
| **Always Applicable** | Has few exceptions. You almost always want students to follow the procedure exactly as you designed it. |