

Performance Procedures

A classroom without procedures is like a day care without adults. Kids don't know what or how you want them to do a task, so they do what they want and how they want it done. Soon your classroom looks like a zoo. Kids walk around while you are teaching. They sharpen pencils during notes. They turn shredded papers that are half done in for you to grade. They talk while you are talking. They don't turn homework in. They don't follow the classroom rules. And then October rolls around and they are still doing it. The behavior only gets worse. You start looking for another job! If you have read *Lord of the Flies* you know what I am talking about! Your job is to keep that from happening. Kids need rules and high expectations.

It doesn't have to be this way! If you start the year telling, showing and expecting kids to do a task when you want and how you want, they will do it! During the first weeks of school, modeling and practicing procedures is a key to your success. You are teaching basic behavior expectations as well as things that will help the classroom run smoothly. Watch like a hawk. Practice until they do it correctly, then practice some more. Play team building games with them, do silly get to know you activities, but practice procedures. Your students will be able to run the classroom without you!

How do you set up a classroom that performs?

Start with making a list of EVERYTHING kids will be doing in the classroom. Write a procedure for each one. Clearly define talking level, how they can get help, the activity you want them to do, movement and what participation looks like. Be consistent with your language. I use the acronym CHAMPS from PBS Strategies to teach performance procedures.

C-What is the conversation level?

H- How can I get help?

A- What activity am I completing?

M- What is the expected movement?

P- What does participation look like?

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Procedures That Use CHAMPS

Entering the classroom:

Teacher:

I shake hands with kids as they are coming in the door. I teach them how to shake hands the first day. We practice. We play a game called stinger. Eye contact is important. If a kid is having a bad day, looks sad, or is angry, they don't make it into the room without talking to me first. I just ask them to step to the side while I greet the other students. Then we talk. I can get the student help if they need it, a chance to cool down and most of all the student knows I care and I pay attention to them. .

Student:

C- Six inch voice
H- Read the Board for instructions
A- Shake hands with the teacher. Say good morning or good afternoon. Walk into the room. Sharpen pencils, turn in homework, get materials and start the starter.
M- With a purpose
P- Everyone has supplies and is in their seat working when the teacher comes in the room.

Beginning Work (Starter)

Teacher:

Create a Starter Board for your subject. Make it something that is meaningful to your subject. It needs to be easy enough that the students can do it without help, but challenging enough that it is not just busy work. Look for quick starters- you still have a lesson to teach!

Student:

C- None
H- Ask a peer for a 10 second help.
A- Open INB to Starter section. Write the date. Complete the starter. Read the notes from yesterday when you finish.
M- None
P- Silent classroom, kids are writing and reading

Lunch Count

Teacher

Make a lunch count station. There are many different ideas on how to do this. I used three cups and large craft sticks. Write their names on the sticks. Write the choices on the other cups. Put a copy of the menu where kids can read it. Put your clipboard with the lunch count next to the sticks. After kids make their selection, send it to the cafeteria.

Student:

C- None
H- Ask a peer for a 10 second help
A- Look at the menu. Make your choice. Put your name in the cup that you choose.
M- With a purpose
P- Everyone has made their lunch selection without talking

Announcements:

Teacher:

Every school does this differently. Teach kids how to say the pledge of allegiance. They need to stand up straight. Face the flag. Hand over heart and say the pledge. This is a fundamental skill that must be taught. Kids do not have to say the pledge, but they need to be respectful of the right to say it. I teach it, and tell them why we say the pledge.

Students:

C- None

H- None

A- Say the pledge. Sit without moving during the moment of silence. Listen to the announcements. Write important dates into planner.

M- None

P- Everyone respected the pledge and moment of silence. Planners are filled out and everyone is quiet.

Absences/Make-up procedures

Teacher:

Elementary- Have an Absent Folder on your desk. When a student is absent, collect papers passed out in class for that student. Staple them together at the end of the day. Give it to the child when they return.

Middle School- Put extra handouts in a location at the front of the room. Students can copy notes from a peer and get the handouts needed from the tray. My notes are in the front of the room if a student wants to copy them afterschool or during lunch.

Students:

C- 6 inch voice

H- Ask a friend or the teacher after class. Stay for tutorials if you need help.

A- Copy notes from the day you missed.

Complete any assignments. If an assignment was due the day you missed, it is due when you walk in the room. If an assignment was given the day you missed, you have that many extra days to complete it.

M- None

P- Your work is caught up and you learned the skill.

Assignments:

Teacher:

Make a place on your board to put the weekly assignments and homework due. Change every Monday so kids will know what they need to do. I post these on my website.

Students:

C- None
H- Ask the teacher after class
A- Copy the assignments into your planner.
M- None
P- Everyone has the assignments for the week copied into the planner.

Getting Supplies

Teacher:

Organize supplies in a location that has a good traffic pattern. Think about it as a drive through.

Student

C- None
H- Look at the board to find out what supplies you will need.
A- Pick up supplies.
M- With a purpose
P- Everyone will have all of the supplies needed to start the activity.

Sharpening Pencils

Teacher:

Have a few sharpened pencils at the beginning of class. Train a few students to rotate the job of pencil distributor. If a student needs a pencil, have them check out a pencil from one of the students. If a student needs a pencil during class, trade out their pencil for a sharp one.

Student

C- None
H- Raise hand and wait for the teacher.
A- Sharpen pencils before class starts.
M- With a purpose at the beginning of class. No sharpening pencils during class.
P- Everyone will have sharpened pencil at the beginning of class.

Getting into Groups

Teacher:

Find a stop watch. Prepare a stick cup. You will need large craft sticks. Number the group tables. Write numbers on the bottom of the sticks. You will need 4 sticks for each number. Write each number in a different color. For example:

1 1 1 1

Do this for each group. Teach students to come up to the front of the room without talking to get a stick. When they draw a stick, they go to that group. Choose a color to bring the sticks back. Practice until they can change groups in under 45 seconds. The sticks are ready to put kids into jigsaw groups if you want.

Students:

C- None

H- Ask the teacher before the activity starts.

A- Draw a stick. Go to the new group. Give the stick to the captain. Captain returns the stick.

M- With a purpose

P- Everyone will be in a new group in less than 45 minutes.

Working in groups:

Teacher:

Set up jobs for each member in the group. Use the stick cup to assign jobs. Make a large poster for this procedure.

Materials- Gets all of the supplies for the group

Quiet Captain/ Encourager- Monitors noise level and encourages ideas from everyone

Recorder- Writes everything for the group

Reader- Reads the instructions and summarizes for the group.

Clearly define what each person will do during the group work. Kids can switch jobs with each other.

Students

C- 6 inch voice Talk only to your group about the assignment.

H- Raise your hand and wait for the teacher.

A- Complete the assignment given with your group. Do your own job.

M- With a purpose

P- Everyone will complete the assignment together.

Independent Work

Teacher:

Make a large poster for this procedure. Model what independent work looks like. Talk about when it is appropriate to help each other. Kids will help each other when they are at a no talking time because they want to be helpful. Make this clear at the beginning if you do not want this to happen.

Students:

C- NONE
H- Raise your hand and wait for the teacher. Students are not allowed to help each other.
A- Complete the assignment given
M- With a purpose
P- Everyone will complete the assignment.

Working at a center

Teacher:

Set up centers with clear instructions. If teaching young students make sure it is something they are familiar with or have done before. Put pictures in the instructions. Make a video of instructions to put on a computer in the center to teach the students how to complete the activity.

Students:

C- 6 inch voice. Talk only to your group about the assignment given.
H- Ask a peer for a 10 second help.
A- Complete the center activity
M- With a purpose
P- Everyone will complete the assignments.

Lining up to leave the room.

Teacher:

Provide a location to line up for the boys and one for the girls. Teach them to merge into boy girl line. The last person closes the door and turns off the light. The first person will stop at the end of the hall and wait for everyone before turning the corner.

Student:

C- None
H- Raise hand and wait for the teacher to help.
A- Line up. Face forward. No talking. Bring required supplies.
M- With a purpose.
P- Everyone will line up and be ready to leave the classroom in less than 1 minute.

Dismissal

Teacher:

Look around the room to make sure jobs are completed. Students should be in their seats 1 minute before dismissal. (A countdown clock helps.) Answer any questions from the got questions board. Use this time to remind students about due dates and tutorials. Send them off with a positive challenge for the day. Some examples are: Help 3 people that you don't know well. High five 2 new people today. Smile at 5 different people. Then use the same phrase for dismissal- I say "Have a great day!"

Student:

C-6 inch voice while leaving the classroom.
H- Raise hand and wait for the teacher
A- Leave the classroom.
M- Walking with a purpose
P- Everyone leaves the classroom in an orderly fashion.

Performance Procedures that do not need CHAMPS

Attendance

Teacher:

Make a seating chart. Use seating chart to take attendance. Don't give kids the choice of where to sit when they come in. They can move to a choice seat later if you want them to. Having a seating chart helps when you have a substitute teacher!

Tardies

Teacher:

Any student not in the classroom ready to work when the bell rings is tardy. Running in at the last minute is tardy. Ready to work with all supplies out is on time. Model this! Make a chart with Sounds like and Looks like. I leave this up.

Teacher Attention signal

Teacher: Decide what your signal is. Teach it and practice until EVERY student stops what they are doing, looks at you and listens. This is a critical procedure.

I hold my hand up. They respond with their hand up.

Snacks/Water

Teacher:

Follow your schools guidelines for food and water. Snacks (fruit or vegetables) can be consumed during class as long as it does not cause a problem for anyone in the room. Students must clean up. Snacks cannot be shared. Water can be brought to class in a clear container with a lid. No snacks or water can be consumed in the Science lab due to safety procedures.

Restroom

Teacher:

Prepare a laminated pass for the restroom. Put it on a magnet on the board. Prepare a sign out sheet. Students sign out when they leave the classroom. One person may leave the class at a time. Students are not allowed to use the restroom during the first or last ten minutes of class.

Going to the clinic, office, media center

Students need to ask for a pass when the teacher is not teaching. Sign out in the book.

How to head a paper

Make a large poster and place above the turn in tray.

CLASS #	Name Class Period	Date	
	Title		

Passing in and Grading Homework

Teacher:

Make copies of small class lists. Put in a basket with paperclips next to the turn in trays. Homework is graded the day it is due. Put a copy of the answer key in the current keys folder when you had the homework out. Be ready to start calling out the answers as soon as the kids switch papers. If a student did not complete the homework, they will get a "I didn't do my homework sheet" to fill out in the hallway. After grading is complete, the student will come in with the sheet and call home letting parents know it will be coming home for a signature.

After grading, Pick up the papers. Put all of the papers into a paper clip with the small class list attached to the front. Highlight missing and absent students.

Student:

Have homework on desk with a red grading pencil. Switch papers with side partner. Sit quietly wait. Grade the paper. Write the number missed at the top of the paper. Trade the paper back with the side partner. Pass the papers forward and then to the side. Make sure the paper is face up and all going the same direction. The teacher will pick them up.

Turning in Papers

Turn in papers into the correct turn in tray for the class period. Make sure the paper is face up and facing the same direction. When papers are picked up, put all of the papers into a paper clip with the small class list attached to the front. Highlight missing and absent students.

Exchanging Papers

Students trade papers with the side partner.

Asking Questions

Make a GOT QUESTIONS board. Put a stack of sticky notes next to it. If a student has a question that is not related to the learning target for the day, they can write it on a note and put it on the board during independent work time. The teacher will answer the questions during clean up.

During the lesson

Students will raise hand and wait for the teacher to call on them.

Getting Help:

- Peer 10 second help

Ask a peer next to you for a 10 second help. What do I do next?

- Use the resources in the room:

With students, make a list of all of the ways students can get help in the classroom. Include the teacher as ONE of the options towards the end of the list.

- Sign up for before or afterschool tutorials.

Finishing Work Early:

Make a list with students of things they can do if they finish early. Make sure they understand that talking to students who are not finished or distracting others is not an option.

Visitors to the room

There are several different kinds of visitors that will come into the classroom.

Observers: Students continue doing what they need to do without interacting with them. Make sure kids know not to be the clown or get in trouble for attention. Practice with a kid being the observer. Ask teachers that are on conference to come in for practice.

When a teacher needs to come in and ask a question, students should continue with whatever they are working on. If it occurs during direct teacher instruction, kids need to reread notes and write down any questions they still have on the topic.

Responding to fire drills, “codes”, or other alerts

Follow school procedures

Sudden illness

If it is an emergency, leave the classroom after telling a peer you are sick. The peer needs to come to the teacher and let them know what happened.

Cleaning the room at the end of the day

Teacher:

Assign jobs to the students. During the first few weeks of school, practice completing these jobs. Rotate the jobs every six weeks.

Jobs:

Floors

Desks

Supplies

Papers in turn in tray

Papers passed out

Computers