RULES AND PROCEDURES

Check When Comple	te	Item	Notes
		Are your room and materials ready?	
	2.	Have you decided on your class procedures, rules, and associated consequences?	
	3.	Are you familiar with the parts of the school that you or your students may use (cafeteria, office and office phone, halls, lockers, bathroom facilities, resource center, etc.) and any procedures for their use?	
	4.	Do you have a complete class roster?	
	5.	Do you have file information on your students, including information on reading and math achievement levels from previous teachers, test results, and any other information?	
	6.	Do you know if any of your students have handicapping conditions that should be accommodated in your room arrangement or in your instructions?	
	7.	Do you have adequate numbers of text books, desks and class materials?	
	8.	Do you have the teacher's editions for your textbooks?	
	9.	Do you know the procedure for the arrival and departure of students on the first day? For every day after that?	
	10.	Are the children's name tags ready? Do you have some blank ones for unexpected children?	
	11.	Do you have your first day's plan of activities ready?	
	12.	Does your daily schedule accommodate special classes (e.g. physical education, music or "pull-out" programs Chapter 1 reading, LD resource students, programs for the gifted)?	
	13.	Do you have time-filler activities prepared?	
	14.	Do you have a letter ready to send home to parents with information about needed school materials?	
	15.	Do you know when and how you can obtain assistance from school staff members (e.g. LD/BD resource teacher, resource center teacher, school nurse, office personnel, social worker, custodian)?	



ROOM PREPARATION

Check When		
Complete	e Subject	Notes
	A. Bulletin Boards and Walls	
	B. Floor Space	
	1. Students' desks/tables	
	2. Small-group Area	
	3. Teacher's desk and equipment	
	4. Bookcase	
	5. Centers	
	6. Pets and plant area(s)	
	7. Traffic patterns	
	C. Storage Space and Supplies	
	1. Textbooks	
	2. Frequently used instructional materials	
	3. Teacher's supplies	
	4. Other materials	
	5. Student belongings	
	6. Equipment	
	7. Seasonal items	

CI	IF	CKI	IST	3

RULES AND PROCEDURES

Check When		
Complete	Item	Procedures and Expectations
]	Room Use:	
	A. Teacher's desk and storage areas	
	B. Student desks and storage areas	
	C. Storage for common materials	
	D. Drinking fountains, sink, pencil sharpener	_
	E. Bathrooms	
	F. Centers, stations, or equipment areas	
	G. Chalkboard	
	H. Classroom computer(s)	
\$	Seatwork and Teacher-Led Instruction	
	A. Student attention during presentations	
	B. Student participation	
	C. Talk among students	
	D. Obtaining help	
	E. Out-of-seat procedures during seatwork time	
	F. When seatwork has been completed	
,	Transitions Into and Out of the Room	
	A. Beginning the school day	
	B. Leaving the room	
	C. Returning to the room	
	D. Ending the day	



СНЕСЬ	KLIST 3 (CONTINUED)	
Check When Complete	e Subject	Procedures and Expectations
	Procedures During Reading or Other Groups:	
	A. Getting the class ready	
	B. Student movement	
	C. Expected behavior in the group	
	D. Expected behavior of students out of the group	
	General Procedures	
	A. Distributing materials	
	B. Classroom helpers	
	C. Interruptions or delays	
	D. Bathrooms	
	E. Library, resource room, school office	
	F. Cafeteria	
	G. Playground	
	H. Fire and disaster drills	

ACCOUNTABILITY PROCEDURES

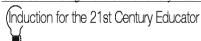
Check When		
Complete	Item	Notes
	unication Assignments and rk Requirements	
A.	Where and how will you post assignments?	
□ B.	What will be your standards for form and neatness? Pencil, color of pen Type of paper Heading Due dates Erasures	
C.	How will absent students know what assignments to make up?	
D.	What will be the consequences of late or incomplete work?	
	oring Progress on and Completion of gnments	
A.	What procedures will you use to monitor work in progress?	
□ B.	When and how will you monitor projects or longer assignments?	
☐ C.	How will you determine whether students are completing assignments?	
D.	How will you collect completed assignments?	
E.	What records of student work will your retain?	
Feedba	ack:	
A.	What are your school's grading policies and procedures?	
□ B.	What kinds of feedback will you provide and when?	
C.	What will you do when a student stops doing assignments?	
□ D.	What procedure will you follow to send materials home to parents?	
E.	Where will you display student work?	
F.	What records, if any, of their own work will the students maintain?	
☐ G.	How will you handle grading disputes?	



PLANNING FOR INSTRUCTION

Check When Complete	Before each Lesson Ask Yourself:	Notes
<u> </u>	What are the most important concepts or skills to be learned?	
2.	What kind of learning is your goal (memorization, application)?	
☐ 3.	Are there difficult words or concepts that need extra explanation?	
4.	How will you help students make connections to previous learning?	
<u> </u>	What activities will you plan to create interest in the lesson?	
☐ 6.	What materials will be needed? Will students need to learn how to use them?	
7.	What procedures will students need to know to complete the activities?	
8.	How much time will you allocate for the lesson? For different parts of the lesson?	
9.	If activities require students to work together, how will groups be formed? How will you encourage productive work in groups?	
10.	What example and questioning strategies will you use? Prepare a list of examples for explanations and list higher order questions.	
<u> </u>	How will you tell during and after the lesson what students understand?	
12.	Are there any extra-or special help students?	
<u> </u>	How will you make sure that all students participate?	
<u> </u>	How will you adjust the lesson if time is too short or long?	
<u> </u>	What presentation alternatives are there if students have trouble with concepts? (Peer explanation, media, etc?)	
<u> </u>	What kind of product, if any, will you expect from students at the end of the lesson?	
<u> </u>	What will students do when they finish?	
<u> </u>	How will you evaluate students' work and give them feedback?	
☐ 19.	How will the concepts you present be used by students in future lessons?	

Everston, C.M., Emmer, E.T., Clements, B.S. and Washam, M.E. <u>Classroom Management for Elementary Teachers</u>



Helping new teachers shine.