CHECKLIST 1

RULES AND PROCEDURES

Check When Complete	Item	Notes
☐	1. 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)?	_____

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ROOM PREPARATION

Check When Complete	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	

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CHECKLIST 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	_____

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CHECKLIST 3 (CONTINUED)

Check When Complete	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   _____

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CHECKLIST 4

ACCOUNTABILITY PROCEDURES

Check When Complete	Item	Notes

Communication Assignments and Work 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?

Monitoring Progress on and Completion of Assignments

☐   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?

Feedback:

☐   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
☐	1. 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?	
☐	5. 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.	
☐	11. How will you tell during and after the lesson what students understand?	
☐	12. Are there any extra-or special help students?	
☐	13. How will you make sure that all students participate?	
☐	14. How will you adjust the lesson if time is too short or long?	
☐	15. What presentation alternatives are there if students have trouble with concepts? (Peer explanation, media, etc?)	
☐	16. What kind of product, if any, will you expect from students at the end of the lesson?	
☐	17. What will students do when they finish?	
☐	18. How will you evaluate students' work and give them feedback?	
☐	19. How will the concepts you present be used by students in future lessons?	

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