

Procedures Checklist

The following checklist is adapted from Guidelines for the First Days of School, from the Research Development Center for Teacher Education, Research on Classrooms, University of Texas, Austin.

STARTING CLASS	MY PROCEDURE
▪ Taking attendance	
▪ Marking absences	
▪ Tardy students	
▪ Giving makeup work for absentees	
▪ Enrolling new students	
▪ Un-enrolling students	
▪ Students who have to leave school early	
▪ Warm-up activity (that students begin as soon as they walk into classroom)	

INSTRUCTIONAL TIME	MY PROCEDURE
▪ Student movement within classroom	
▪ Use of cellphones and headphones	
▪ Student movement in and out of classroom	
▪ Going to restroom	
▪ Getting students' attention	
▪ Students talking during class	
▪ What students do when their work is completed	
▪ Working together as group(s)	
▪ Handing in papers/homework	
▪ Appropriate headings for papers	

INSTRUCTIONAL TIME	MY PROCEDURE
▪ Bringing/distributing/using textbooks	
▪ Leaving room for special class	
▪ Students who don't have paper and/or pencils	
▪ Signal(s) for getting student attention	
▪ Touching other students in classroom	
▪ Eating food in classroom	
▪ Laboratory procedures (materials and supplies, safety routines, cleaning up)	
▪ Students who get sick during class	
▪ Using pencil sharpener	
▪ Listing assignments/homework/due dates	
▪ Systematically monitoring student learning during instruction	

ENDING CLASS	MY PROCEDURE
▪ Putting things away	
▪ Dismissing class	
▪ Collecting papers and assignments	

OTHER	MY PROCEDURE
▪ Lining up for lunch/recess/special events	
▪ Walking to lunch/recess	
▪ Putting away coats and backpacks	
▪ Cleaning out locker	
▪ Preparing for fire drills and/or bomb threats	
▪ Going to gym for assemblies/pep rallies	
▪ Respecting teacher's desk and storage areas	
▪ Appropriately handling/using computers/equipment	

STUDENT ACCOUNTABILITY	MY PROCEDURE
▪ Late work	
▪ Missing work	
▪ Extra credit	
▪ Redoing work and/or retaking tests	
▪ Incomplete work	
▪ Neatness	
▪ Papers with no names	
▪ Using pens, pencils, colored markers	
▪ Using computer-generated products	
▪ Internet access on computers	
▪ Setting and assigning due dates	
▪ Writing on back of paper	
▪ Makeup work and amount of time for makeup work	
▪ Use of cellphones, headphones, iPods, etc., during class	
▪ Letting students know assignments missed during absence	
▪ Percentage of grade for major tests, homework, etc.	
▪ Explaining your grading policy	
▪ Letting new students know your procedures	
▪ Having contact with all students at least once during week	
▪ Exchanging papers	
▪ Using Internet for posting assignments and sending them in	

HOW WILL YOU ...	MY PLAN
<ul style="list-style-type: none"> ▪ Determine grades on report cards (components and weights of those components)? 	
<ul style="list-style-type: none"> ▪ Grade daily assignments? 	
<ul style="list-style-type: none"> ▪ Record grades so that assignments and dates are included? 	
<ul style="list-style-type: none"> ▪ Have students keep records of their own grades? 	
<ul style="list-style-type: none"> ▪ Make sure your assignments and grading reflect progress against standards? 	
<ul style="list-style-type: none"> ▪ Notify parents when students are not passing or having other academic problems? 	
<ul style="list-style-type: none"> ▪ Contact parents if problem arises regarding student behavior? 	
<ul style="list-style-type: none"> ▪ Contact parents with positive feedback about their child? 	
<ul style="list-style-type: none"> ▪ Keep records and documentation of student behavior? 	
<ul style="list-style-type: none"> ▪ Document adherence to IEP (individualized education plan)? 	
<ul style="list-style-type: none"> ▪ Return graded papers in timely manner? 	
<ul style="list-style-type: none"> ▪ Monitor students who have serious health issues (peanut allergies, diabetes, epilepsy, etc.)? 	