Identifying Necessary Procedures

Introduction

Benefits

Transcript:

Well-designed classroom procedures can increase learning time, decrease misbehavior, and create an organized, welcoming environment where all students can thrive (Akin-Little et al., 2007; Cameron et al., 2005; Marzano et al., 2003).

Research has confirmed that it is a strong practice to devote time at the beginning of the school year to teaching and practicing procedures (Cameron et al., 2005). However, it’s also possible that you find yourself well into the school year and encounter a problem that a procedure could help to solve.
A Story

Transcript:

Here’s a story that might be familiar. Imagine a teacher named Mrs. Carlson.

Mrs. Carlson is trying to set up weekly literature circles in her classroom. She has modeled how they are supposed to run, and given each student a specific job in his or her group.

The problem she’s noticed is that some groups finish their assigned task while others are still working. Discussions begin to drift off-topic, and several students begin leaving their seats. Suddenly, Mrs. Carlson finds herself inundated with requests to use the bathroom or leave to get a drink of water.

Mrs. Carlson is discouraged by the amount of off-task behavior she’s seeing during lit circle time, and is beginning to wonder if students can “handle” this new structure.

What is a Procedure?

Transcript:

Maybe you’re like Mrs. Carlson, and have been reluctant to do student-centered activities because you’re worried that your classroom will get too chaotic.
Rest assured: students can and should be able to do collaborative, constructivist learning. They just need procedures that will provide the support and structure they need to be successful.

What is a procedure? It’s simply a process for performing a task or routine in the classroom (Marzano et al., 2003; Sprick, 2013; Wong, 2005).

What we’re going to do now is teach you a process for identifying procedures that can help you solve problems and fix inefficiencies that interfere with teaching and learning.

How to Identify Needed Procedures

**Step 1**

**Step 1: Diagnose the Problem**

When do I notice an increase in disruptive or off-task behavior?

Where do we seem to be losing instructional time? What feels inefficient?

**Transcript:**

The first step is to diagnose the problem. If you’re finding that time is being wasted, transitions are taking too long, or that off-task behavior is increasing, there’s a good chance that a procedure might help.

To diagnose the problem, and begin to figure out what you need a procedure for, ask yourself these two questions. Click the button to see an example of how Mrs. Carlson - the teacher from our story - might answer these questions.
Example

**Step 1: Diagnose the Problem**

*Example*

- Lit circles are supposed to last for 30 minutes.
- Off-task behavior begins about 15 minutes in.
- I usually spend the last 15 minutes trying to get students back on task.

[Proceed]

**Step 2**

**Step 2: Observe**

When do I notice an increase in disruptive or off-task behavior?

What am I doing? What are students doing?

[Example]

**Transcript:**

The second step is to observe what’s happening during the time (or times) you identified in Step 1. We do this to determine whether a procedure would help fix the problem we’ve identified, if some other intervention is needed, or both.

To focus your observation, ask yourself these questions.
Step 2: Observe

Example

- Some groups finish early while others are still working.
- The groups that are finished begin to chat, leave their seats, and distract groups that are still working.
- I go around to different groups to check their work and remind them to quiet down so that others can finish.

Step 3

Step 3: Reflect

Is this a regular occurrence for which a procedure could be created?

Could I create a step-by-step process for students to follow to complete it?

Will using this procedure save time and promote responsible behavior?

Transcript:

The final step is to reflect, and determine which procedure could help address the problem. Remember: a procedure is like a standing set of directions to follow whenever students are faced with a particular situation or task.

Here are some questions to think about as you do this reflection.
Example

Step 3: Reflect

Example

-I could create a “What to do if you finish early” procedure so that students who are done aren’t bored and students who are still working aren’t distracted.

-I can also create a procedure for students to check and review their work so they don’t rush to finish the task and then say they’re “done.”

Practice

Ms. Patterson is frustrated because students frequently interrupt her teaching to ask questions that are unrelated to the topic at hand. Yesterday, during a ten-minute mini-lesson, four students raised their hands to ask if they could use the bathroom, get a drink of water, go to the nurse, and visit the guidance counselor (respectively).

Transcript:

Let’s do some practice. Here’s an example of a teacher who’s dealing with a problem that a procedure could help solve. Read the example and use the three-step process to determine which procedure could help her.
Practice Questions

Which procedures could help address Ms. Patterson's problem?
(Select all that apply)

- How to raise hands
- How to ask to leave the classroom (non-emergency)
- How to ask to leave the classroom (emergency)
- How to behave during a mini-lesson.

Submit

Feedback

Click any choice for feedback.

- How to raise hands
- How to ask to leave the classroom (non-emergency)
- How to ask to leave the classroom (emergency)
- How to behave during a mini-lesson.

There is no evidence in the example that students do not know to raise hands to make a request, or that calling out is a problem.

Proceed

Click any choice for feedback.

- How to raise hands
- How to ask to leave the classroom (non-emergency)
- How to ask to leave the classroom (emergency)
- How to behave during a mini-lesson.

A procedure for asking to leave the classroom for a non-urgent reason could help in this situation. One step in this procedure could be waiting until directions or instruction have finished to make the request.

Proceed
Conclusion

Transcript:

As you can see, the process of determining which procedures can make your classroom more efficient is really just simple problem-solving.
At the same time, it’s probably a safe bet that you want to be proactive and create as many necessary procedures as you can before the school year starts.

With this in mind, click the tabs to see some examples of procedures that would be helpful to establish at the beginning of the school year.

**Beginning and End**

- Entering and exiting the classroom
- Taking out or putting away materials
- Arriving late
- Writing down assignments and/or homework
- Beginning the “Do now” or warm-up activity

**Materials**

- Passing out or collecting papers or other materials
- Turning in assignments and/or homework
- Obtaining missed work if absent
- Storing or organizing supplies
Transitions

- Getting into (and out of) groups or pairs
- Working independently, in pairs, or in groups
- Participating in a discussion
- Making a request (e.g. sharpening pencil, getting a drink of water, or using bathroom)
- Finishing early
- Moving from classroom to another place in school

Transcript:

Remember: investing the time to identify, create, and teach procedures will save you both time and sanity over the course of the school year.