Identifying Necessary Procedures
Coaching Guide

Module Summary

In this module, teachers will:
- Define what a procedure is and explain the purpose of classroom procedures.
- Explore a thought process for identifying needed classroom procedures.
- Apply this thought process to identify needed procedures for one's classroom.

Module activities:
Teachers will learn about the importance of procedures and a set of steps for identifying if a procedure is needed. A list of recommended classroom procedures is provided.

*This module is part of a series that includes “Designing Effective Procedures” and “Teaching Procedures”

Key Takeaways

Essential knowledge: A procedure is simply a method or process for getting things done in the classroom. There is a direct correlation between absent or ineffective procedures and student misbehavior (Jones, 2007).

Essential skill: Procedures should fill a need, fix a problem, or solve an inefficiency. To determine whether a procedure is appropriate for addressing a situation, teachers should consider three questions:

1. Is this situation a regular classroom occurrence for which a procedure could be created?
2. Could I create a step-by-step process for students to follow to complete the procedure?
3. Will using this procedure save time and promote responsible behavior?

Teachers should create procedures before the start of the school year and teach them during the first weeks of school. However, they can also create procedures throughout the year to address problems or inefficiencies that arise.

Essential mindset: It is a teacher’s responsibility to identify procedures that support responsible student behavior and a safe and efficient classroom environment.

The Skill in Action

When observing teachers, look for evidence that procedures have been created to govern day-to-day occurrences in the classroom. Consider questions like:

- Are any procedures posted? Do teachers reference procedures before cueing students to begin a task?
- Do students seem to know the procedures for regularly occurring tasks (e.g. handing in homework), or are these tasks done haphazardly?

If a teacher is experiencing a problem or inefficiency (e.g. assignments are getting lost because there is no procedure for submitting them), he or she should engage in the process for determining if a procedure could alleviate it.
This process involves:

1. Diagnosing the problem – identifying when misbehavior or frustration is increasing or instructional time is being lost.
2. Gathering evidence – Determining what’s happening in the classroom during the times identified in step one.
3. Reflecting – Considering the three questions under “Essential Skill” above (i.e. “Is this situation a regular classroom occurrence…?”) and creating a procedure if necessary.

❓ Questions for Discussion

The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

- How do you believe the knowledge and skills highlighted in this module will benefit your growth as a teacher?
- What were your key takeaways from the module?
- Based on what you learned in this module, how could you tell whether the creation of a procedure would be helpful for addressing a situation in your classroom?
- Based on what you learned in this module, what procedures might be helpful for your students?
- What help do you need?

☑️ Standards

InTASC: (3a) – The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.