

2c: Managing Classroom Procedures



Domain 2



2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

2B: ESTABLISHING A CULTURE FOR LEARNING

2C: MANAGING CLASSROOM PROCEDURES

2D: MANAGING STUDENT BEHAVIOR

Elements of Managing Classroom Procedures



- **Management of Instructional Groups**

Much work in classrooms occurs in small groups: **small-group work enables students to work with their classmates, to discuss possible approaches to a problem, and benefit from on another's thinking.** But students cannot be expected to automatically know how to work productively in small groups. **These skills, like others, must be taught,** and in a well-run classroom students are able to work independently in groups, with little supervision for the teacher.



- **Management of transitions**

- Many lessons engage student in different types of activities- **large group, small group, independent work-** and in well-run classrooms transitions between these different activities and grouping patterns proceed easily and smoothly. **Little time is lost** as student move from one activity to another; they **know the drill and execute it seamlessly.**



- **Management of materials and supplies**
 - A clear indication of a teacher's skill lies in the procedures for the distribution and collection of materials; **experienced teachers have all necessary materials at hand and have taught students to implement the routines with a minimum of disruption to the flow of instruction**



- **Performance of non-instructional duties**
 - **Accomplished teachers are masters of multitasking**; they take attendance, for example, while students are beginning a task that has been written on the board. Furthermore, where appropriate, **students themselves contribute to the design and execution of routines for other non-instructional matters**, such as lunch count or the return of permission slips for a class trip. Overall, little instructional time is lost in such activities.

Indicators



SMOOTH FUNCTIONING OF ALL ROUTINES

**LITTLE OR NO LOSS OF INSTRUCTIONAL
TIME**

**STUDENTS PLAYING AN IMPORTANT ROLE IN
CARRYING OUT THE ROUTINES**

**STUDENTS KNOW WHAT TO DO, WHERE TO
MOVE**

Understanding the Levels of Performance

Level 4

Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Level 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom routines.

Level 2

Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

Level 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established rules.

Possible Examples



- **Level 4**
 - Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.
 - A student reminds classmates of the roles that they are to play within the group.
 - A student redirects a classmate to the table she should be at following a transition.
 - Students propose an improved attention signal.
 - Students independently check themselves into class on the attendance board.



- **Level 3**

- Students get started on an activity while the teacher takes attendance.
- Students move directly between large- and small-group activities.
- The teacher has an established timing device, such as counting down, to signal students to return to their desks.
- The teacher has an established attention signal, such as raising a hand or dimming the lights.
- One member of each group collects materials for the table.
- There is an established color-coded system indicating where material should be stored.
- In small-group work, students have established roles; they listen to one another, summarize different views, etc.
- Clean up at the end of a lesson is fast and efficient.



- **Level 2**

- Some students not working with the teacher are off task.
- Transition between large and small group activities requires five minutes, but is accomplished.
- Students ask what they are to do when materials are being distributed or collected.
- Students ask some clarifying questions about procedures.
- Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.



- **Level 1**

- When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.
- There are long lines for materials and supplies, or distributing supplies is time-consuming.
- Students bump into one another while lining up or sharpening pencils.
- Roll-taking consumes a lot of time at the beginning of the lesson and students are not working on anything else in the meantime.