

E-5: Implement and practice time-saving procedures

Clearly Communicate Procedures and Their Purpose

Follow your plan for introducing your procedures and remember to:

Explain the purpose

- Discuss the need for procedures with your students, both at the beginning of the year and periodically throughout the year. If students recognize the rationale and value of procedures, they are more likely to become invested in them.
- Explain the benefits of following procedures, including how each specific procedure connects to your learning goals. For example, explain to students that the procedure for walking in the hallway is designed to ensure that the class can transition from destination to destination as quickly and efficiently as possible, thus resulting in the maximum amount of instructional time.
- Teaching the purpose of procedures also helps students understand how to perform them. For example, "When we hand in papers, please be sure that you ALWAYS put your paper ON TOP of the student's paper that you grab from behind you. You are sitting in alphabetic order and I need to read them papers in order that your last names appear in my grade book. So you need to be sure to always put your paper on top of the paper behind you."
- "Because so much learning has to happen this year, I don't want us to waste time on classroom activities that don't help you to read on a higher level or allow you to solve more challenging math problems. Imagine if we wasted 15 minutes every morning just getting ready for the day..."

Demonstrate the correct process

- Clearly explain the steps of the procedures
- Then demonstrate the process yourself, step by step. Narrate what you are doing.

Require each student to practice

- Practice process. Instruct students to practice each procedure in real time; repeat several times.
- Call on volunteers to practice the procedure in front of the rest of class

Require each student to demonstrate understanding of procedures

- Determine if students have internalized the procedures by probing their understanding
- Have students explicitly explain what each procedure will look like in action
- Give each student the opportunity to practice and demonstrate understanding of the procedure, both individually and then as a whole group
- Call on students to explain what will occur if specific procedures are not followed appropriately
- Ask the class to comment on what volunteers did well and what part of the procedure they should repeat
- Many teachers test students on classroom procedures with a multiple choice and short answer quiz
- Once students have thoroughly internalized the classroom procedures, you might type up a "class contract" that lists each procedure and the explicit behaviors connected to it. Then, give students their own copies and ask them to read through them and sign them. Keep these for future reference or have students keep them in a binder that remains in class.

Re-teach key steps as needed

- Early in the school year it is okay to repeat nearly your entire mini-lesson with a strong emphasis on key steps when the need arises
- If the need to re-teach key procedural steps continues to arise throughout the school year, spend time reflecting on why students continue to struggle executing procedures
- For direction on when to re-teach key procedural steps beyond the start of the school year, access the reinforce page

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- When you do decide to re-teach a procedure, your explanation of the key steps and their purposes needs to be clear to students; over time, there should be less and less need for in-depth discussions of directions, as these should become increasingly well established over time.

Note: Remember to be assertive and use best practices for conveying instructions (see E-3 page)

- Just like when you present academic material (E-1), if you don't sound clear, confident, and convincing when you introduce procedures, students may not tune in. Remember to use solid posture, make strong eye contact, and emphasize the most important points in order to capture student interest and understanding. When showing students what to expect for the year, demonstrate the firm, positive, and respectful tone that you will use to enforce your procedural expectations.