Teaching Threads

Classroom Procedures

Sharon A. Maroney (2016)
Western Illinois University-Quad Cities
www.sharonmaroney.net

The first step is to honestly evaluate your current teaching behaviors.

Rating Scale

DK = I don't know or don't demonstrate this behavior
1 = I am familiar with this behavior but don't demonstrate it proficiently
2 = I demonstrate this behavior pretty well most of the time
3 = I am proficient in this behavior and always demonstrate it when needed

Teaching Behaviors

Skill	**Rating**	**Date/Comments**
Teacher Attitude and Communication Teacher is positive, efficiency focused, capable, and organized.		
Teacher focuses on the positive behavior rather than negative behavior of students		
Teacher believes in preventing behavior problems by effectively teaching all students to perform the desired behaviors.		
Teacher views behavior problems as opportunities to teach students how to behave.		
Teacher's communication, including verbal + non-verbal language, posturing, + tone of voice, is supportive, clear, clam, assertive, and respectful.		
Teacher responses foster student problem solving and self-discipline.		
Teacher demonstrates appropriate assertiveness through eye contact, erect posture clear, deliberate tone of voice.		
Teacher respectfully listens to students.		

Classroom Arrangement Classroom is arranged so that all students can clearly see all instruction.		
Furniture is arranged to reduce congestion in high traffic areas.		
Frequently used materials are easily accessible to teachers + students.		
Classroom has adequate space, furniture, and equipment.		
Teachers and students can easily move around classroom without disruption.		
There is a clearly designated “Teacher Only” area.		
Classroom is neat, organized, attractive, current, and inviting.		
Behavioral Expectations and Incentives Behavioral expectations have been clearly defined for the classroom and relevant school settings. (Matrix has been developed.)		
Behavioral expectations reflect the diverse cultures of students and families.		
Teacher demonstrates an awareness of the congruence /incongruence of school and home cultures of the students.		
Classroom rules and routines are appropriately posted.		
There are no more than five rules, all are positively stated.		
Rules and routines are consistently enforced and followed.		
It is clear to see that students have been taught rules and routines.		
Teacher behavior serves as a model of behavioral expectations.		
Classroom incentives are used to acknowledge desired student behavior.		
Teacher sees student misbehavior is a teaching opportunity.		
Teaching Social Behavior Classroom curriculum includes a curriculum for teaching social behaviors required to meet behavioral expectations.		

Teacher implements an explicit instruction model to teach social behavior to students.		
Student performance is monitored and reteaching provided as needed.		
Teacher devotes needed time at the beginning of the school year to teach rules and routines to students.		
Instruction of rules, routines, and social behavior includes daily review and mini-lessons.		
Teacher has a plan for teaching social behavior to new students.		
Teachers, staff, and parents are aware of the social skills being taught and are provided with strategies to support student learning.		
Instructional strategies used include modeling, role playing, student practice, corrective feedback, and instruction in various settings/situations.		
Teacher Praise Teacher makes at least one praise statement per minute.		
Teacher praise statements out number corrective statements by at least 4:1.		
Teacher praise is descriptive, specific, genuine, varied, and immediate.		
Teacher praise supports student achievement and classroom instruction.		
Teacher actively monitors the frequency / content of praise given to students.		
Teacher incorporates 3 or more strategies to acknowledge student achievement.		
Parents / Families are involved in the recognition of student achievement.		
Relationship Building Teacher actively builds a classroom community of caring and support among students and teachers / staff.		
Evidence of community/relationship building activities are displayed in the classroom.		

Teacher uses various groupings to increase student acceptance by classmates and decrease formation of small, closed friendship groups.		
Social skills curriculum includes the teaching of friendship making social skills.		
Teacher-to-student and student-to-student interactions are positive, accepting, and supportive.		
Daily schedule includes opportunities for community building and friendship making.		
Various student interests are incorporated in classroom instruction, activities, discussions, and displays.		
Cooperative learning and peer assisted instruction are incorporated frequently.		
Students perceive teacher as caring, understanding, and interested.		
Effective Instruction Teacher-directed and interactive instruction are most often used in the classroom.		
Students are actively engaged in learning for at least 50 minutes out of every hour.		
Instruction is quick paced, organized, with minimal waiting time for students.		
Transitions are quick and focused.		
Teacher demonstrates effective instruction through – - Goal focused instruction		
- Establishing a positive climate		
- Setting clear expectations		
- Modeling, guided practice, independent practice		
- Asking many task related questions		
- Ensuring high levels of student engagement		

- Using varied presentation and response modes		
- Continual and frequent monitoring of student understanding		
- Performance feedback with correction		
- High levels of student correct responding		
- Progress monitoring		
When students do not demonstrate achievement in academic or behavioral skills, the teacher develops and implements a systematic re-teaching plan.		
Teacher increases proximity to students during instruction and practice to monitor student performance and to provide immediate corrective feedback on a one-to-one basis.		
Teacher increases examples and discussion of the relevance of instructional content to the lives of students.		
Skills are taught not only in the classroom but in other environments in which they are used. Students are taught the relevance of skills learned in various applications and settings.		
Classroom instruction includes discussion and examples of realistic applications of skills/content to the lives of students.		
Teacher periodically talks with students about achievement / performance using a student-directed problem solving approach to difficulties.		
<u>Increasing Motivation</u> Teacher has an established system of monitoring student progress which involves the student in goal setting, data collection, graphing, and evaluation.		
Information on student progress is shared with the student and with significant persons in that student's life. The focus of this sharing is recognition of achievement and effort.		
Students are taught to recognize the value of the skills they are learning and to apply the in meaningful ways to their lives.		
At least three different forms of praise and recognition for student achievement are systematically and frequently used in the classroom.		

Teacher incorporates various choice-making opportunities within instruction and student tasks.		
Teacher develops communities of learners with shared interests to collaborate on learning and service activities.		
Group incentive programs are used to recognize positive group behavior and achievement.		
The teacher develops a classroom in which students are safe to try new things with no fear of ridicule.		

As always, my intent in presenting these activities is to help teachers answer this question -

What can I do to make it easier for my students to learn and behave?

Sharon A. Maroney, Ph. D., a special educator for over 40 years, has held faculty positions at Western Illinois University and Buena Vista University, teaching and consulting positions in Emotional and Behavioral Disorders, and leadership positions for the Midwest Symposium for Leadership in Behavior Disorders, the Council for Children with Behavioral Disorders, and the Council for Exceptional Children.

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