

## P-6: Plan classroom procedures that maximize learning time

### Common areas of Classroom Inefficiency: Coming and Going (Secondary)

Coming and Going:	Considerations:	Sample Strategies for Your Classroom:
<p>Entering the Room</p>	<ul style="list-style-type: none"> <li>• Will students need to line up before entering the classroom?</li> <li>• How do you want students to behave as they enter the classroom?</li> <li>• Are there any materials students will need to pick up immediately?</li> <li>• What will students be doing for the first few minutes of class?</li> </ul>	<ul style="list-style-type: none"> <li>• You might have your students walk into the classroom quietly every day after lunch and automatically begin silent reading.</li> <li>• You might have students line up outside the classroom every morning and greet each student by shaking hands and addressing him/her: "Good morning/afternoon."</li> <li>• Sample Policy: "You will enter the classroom after you have lined up at the door. You will walk immediately to your assigned seat, take out your homework and put it on the corner of your desk, and begin working on the Do Now on a piece of notebook paper."</li> </ul>
<p>Bathroom and Water Fountain</p>	<ul style="list-style-type: none"> <li>• Will you allow students to leave your classroom to use the bathroom or get a drink of water?</li> <li>• Will you institute specific bathroom/water breaks at routine times during the day?</li> <li>• If students can use the bathroom or drinking fountain independently, how will they get your attention for this?</li> <li>• Are students required to take a pass and/or do they need to sign out? (there may be a school-wide procedure for this – check with your administration)</li> </ul>	<ul style="list-style-type: none"> <li>• You can declare no bathroom or water breaks during class, as students have time during passing periods</li> <li>• Give each student one (or however many you see fit) emergency bathroom pass per semester – they present it to you in the event of an emergency, you sign it, then they must turn it in when they return</li> <li>• Students may only go to the bathroom during independent practice, and in order to ask permission the student will silently raise a closed fist in the air. The teacher will nod assent if it is an appropriate time, and the student will sign out and pick up the bathroom pass before going to the bathroom. When they get back to the classroom, students will sign in again and hang up the pass by the door.</li> <li>• Sample Policy: "If you need to leave the classroom to use the bathroom, go to the office, go to the attendance office, go to the media center, the clinic, or somewhere else in the school, you must first raise your hand. I will come to your desk and determine whether it is an appropriate time for you to leave. If I decide you may leave, I will hand you a pass. You will then leave the classroom quietly, and complete your errand as quickly as possible. When you return to the classroom, you will immediately take your assigned seat and return to your work."</li> </ul>
<p>Hallway Passes</p>	<ul style="list-style-type: none"> <li>• Will you have hallway passes students must use before leaving the classroom? (there may be a school-wide policy on this – check with your administration)</li> <li>• Will you give them a limited number of passes</li> </ul>	<ul style="list-style-type: none"> <li>• Hang a Sign In/Out sheet next to your door and instruct all students to sign in and out (including date and time) when they leave the classroom other than for dismissal</li> <li>• Use a system of 3 Hall Passes for your classroom, only 3 students allowed to leave your class at any one point, and they must take this</li> </ul>

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	<p>at the beginning of the year or quarter?</p> <ul style="list-style-type: none"> <li>Do students need to sign out? (check with your administration)</li> <li>If so, will you use a sign-out book, or should they sign out on the chalkboard?</li> </ul>	<p>pass with them</p> <ul style="list-style-type: none"> <li>Provide each student with 5 hallway passes per quarter, students must present the pass to you to sign before leaving, and then they must turn the pass in to you upon returning</li> <li>Institute a “no lockers” during class time policy</li> <li>Include a trip to a locker as one of the uses for a limited number of hallway passes you provide students with each quarter</li> </ul>
Dismissal and Exiting the Room	<ul style="list-style-type: none"> <li>How will students gather their belongings at the end of the day?</li> <li>What will be the signal that the day (or class period) is over?</li> <li>Who will be responsible for putting materials away?</li> <li>Do students need to put their chairs up at the end of the day?</li> <li>Who will be responsible for making sure the floor is clean and the chalkboard washed?</li> <li>1. Will you “hire” student helpers for after school work?</li> <li>2. Will you require students to line up first before leaving the room?</li> <li>3. How will you ensure that students don’t immediately leave when dismissal bell rings?</li> </ul>	<ul style="list-style-type: none"> <li>Sample Policy: “Class ends when the teacher dismisses it.”</li> <li>Teacher will call groups to line up based on which group is sitting quietly with all materials put away. When teacher calls one group to line up, those group members will stand up quietly and push in their chairs before going to the door and lining up. If they are talkative or do not all push in their chairs, they must all sit back down and try again.</li> </ul>
Hallways and Stairs	<ul style="list-style-type: none"> <li>Will you have line monitors?</li> <li>How quiet must students be to proceed?</li> <li>How will students stand in line?</li> <li>Will lines be in order by size, gender, or random?</li> <li>Will you have two lines or one?</li> </ul>	<ul style="list-style-type: none"> <li>Sample Policy: “While walking in the hallway, you are to remain quiet and in a single file line so you do not disturb other classes. As a scholar, you do not want to keep other scholars from doing their work. If you do talk in line or walk out of it, you will receive a consequence. If the entire class refuses to maintain appropriate line behavior, we will need to practice lining up as a class.”</li> </ul>
Transitioning to Small Groups and Centers	<ul style="list-style-type: none"> <li>How will you ensure that students efficiently move in and out of small groups and centers?</li> <li>What routines will you use to create informal groups?</li> </ul>	<ul style="list-style-type: none"> <li>You might call on students by row to move their desks into group settings, or you might instruct all students to form their groups at once.</li> <li>If student groups are forming at separate tables – you might call on them by row to move to their groups. Students will stand up and push in their chairs quietly.</li> <li>Before allowing students to engage a new center, model the system for moving between centers: students move clockwise or counter-clockwise to the next center; students move center to center numerically, from Center 1 to Center 2, etc.; students must move quickly and quietly from</li> </ul>

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		<p>center to center, etc.</p> <ul style="list-style-type: none"><li>• Many teachers create aural or visual cues to inform students to move to a new center.</li></ul>
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