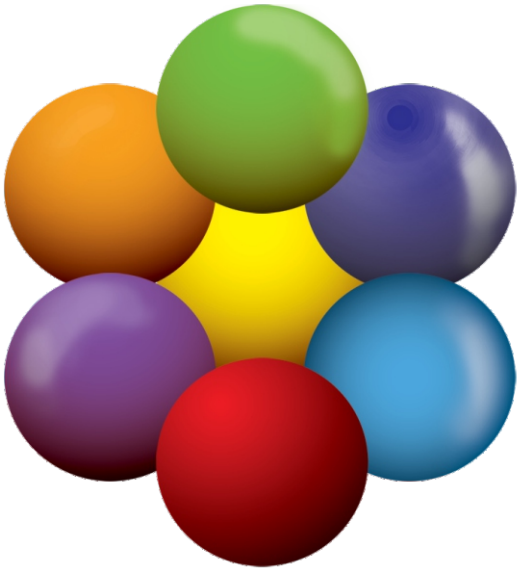
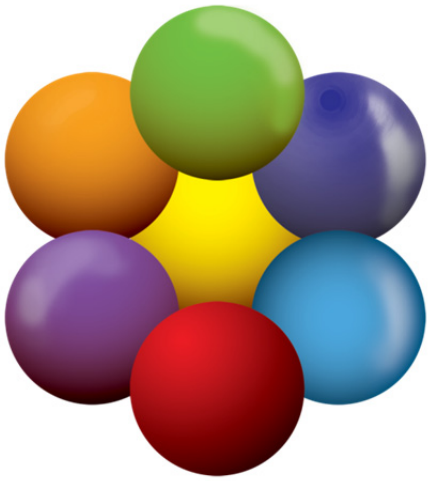


Just ASK's

Procedure Potpourri

Paula Rutherford



About Just ASK

The Essential Question of Just ASK's Work

What do schools and classrooms look like when they are organized around a commitment to the achievement of high standards by all students?

Just ASK Publications & Professional Development (Just ASK) is based in Alexandria, Virginia, USA. Established in 1989, Just ASK provides products and services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in 21st century classrooms, schools, and districts.

Driven by the essential question displayed above, the publications and products developed and distributed by Just ASK are used by Just ASK consultants in their long-term multifaceted work with schools and districts, stand alone for use in professional development initiatives led by district personnel, and are often used as texts for college courses. These comprehensive resources use a common language and concept system that makes the **Common Core** come alive. Because they are cross-referenced, administrators, teacher leaders, veteran teachers, mentors, coaches, and new teachers can all be on the same page!

Call us at 800-940-5434 or go www.justaskpublications.com to request a catalog or a consulting services brochure or to subscribe to our free e-newsletters.

Procedure Potpourri

Planning procedures and constantly evaluating their effectiveness is crucial in creating a productive learning environment. Read through the regularly occurring events listed below. List procedures and routines you use/have seen used/might use. After generating a list of possibilities, evaluate each in terms of the time and energy each costs/would cost you. If the record keeping, implementation, or enforcement of any of them seems be too time or energy consuming, consider other possibilities. If what you try does not work, try something else. You may want to check with other teachers who teach the same grade or subject. Remember, you are the professional decision maker and only have to consider their suggestions. What works for one person may not work for another.

Entering the classroom

Beginning the school day or the class period

Taking attendance

Students returning from absences

Dealing with tardies

Procedure Potpourri

Distributing materials and student work

Collecting materials and student work

Dealing with broken or missing supplies

Students asking for and receiving help

Making transitions

What to do when work is finished

Restroom visits and requests for drinks

Procedure Potpourri

Gaining student attention

Giving directions

Communicating outcomes and agenda

Structuring small group work

Handling missing or incomplete assignments

Student movement around room

Leaving the classroom/Dismissal