

Reflection Tool: Classroom Routines and Procedures

Definition of Excellence for Classroom Routines and Procedures

What is our school's definition of teacher excellence in the area of classroom routines and procedures?

Schoolwide Supports

1. How well do we clearly define our expectations for schoolwide behaviors?
2. How well do we communicate the expectations to all teachers, students, and parents?
3. What is our systemwide professional learning plan for both experienced and new teachers?
4. What positive behavior supports do we use to promote appropriate behavior?
5. How effective is our system at responding to and correcting inappropriate behavior in a consistent manner?
6. What data do we collect to identify the most problematic inappropriate behaviors, and how frequently do we gather and respond to those data?

Teacher Team Supports

1. How do our teacher teams work to define and align their expectations for routine behaviors and learning procedures across their classrooms?
2. How consistent across teams is the definition of *student success* in classroom routines and procedures (in effect, when students exhibit these behaviors correctly and independently)?
3. How well do teams align their responses to students who fail to exhibit appropriate behaviors?
4. How well do our teams align their reinforcement of appropriate behaviors?
5. When teams experience difficulty with behaviors or inconsistency in their expectations or reinforcement of behaviors, what steps do they take to work together to address the issue quickly?

Individualized Supports

1. Before we help a teacher with difficulty in routines and procedures, what steps do we take to evaluate the systemwide supports and teacher team supports and their effectiveness at helping him or her? *(If schoolwide or teacher team supports are not in place, they are addressed as needed.)*
2. What data do we collect that confirm that the teacher has difficulty with routines and procedures?
3. Before we help the teacher, what steps do we take to isolate the teacher's area of greatest difficulty in classroom routines and procedures?
4. When we prescribe a personalized plan of supports, how well do we prescribe interventions from a wide variety of options, including observing, coaching, planning with another teacher, collaborating with the teacher team, and using outside resources?
5. Once we prescribe a plan of supports, what steps do we take to set a goal that defines the desired improvement, a date by which that improvement will be made, and a date by which we will follow up to ensure that improvement has been made?