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## Systems, Routines, and Procedures

- **Definitions:**
  - **Systems** are coordinated structures or frameworks that guide how things operate at a broad level within a school or classroom. They consist of multiple parts, including procedures and routines, working together to support a specific function.
  - **Procedures** are step-by-step instructions for how a task should be done. They outline what needs to happen, when, and by whom, ensuring tasks are carried out efficiently and predictably.
  - **Routines** are the habits or patterns that develop from consistently following procedures. They are the automatic behaviors that result from repeated practice of those procedures.

### Systems

System Type	Culture Impact
Behavior/Discipline	Safety, respect, accountability
Academic	Excellence, high expectations
Communication	Trust, transparency, collaboration
SEL	Belonging, resilience, empathy
Staff Culture/PD	Professionalism, modeling, alignment
Spiritual/Values	Purpose, unity, character
Equity/Inclusion	Representation, access, dignity
Operational	Order, consistency, efficiency

### Creating Procedures

**Objective:** Create your own strong classroom/school procedures

1. Why procedures?
2. What is a procedure in your classroom that works really well for everyone?
3. Make a list of the procedures you notice in this short clip?
4. What procedures?
  - a. Group Think
  - b. Procedures and Routines Checklist by Harry Wong
5. How do I write clear procedures?
  - a. NAME IT
  - b.
    - i. What am I going to do?
    - ii. How am I going to do it?
    - iii. Why am I going to do it?
    - iv. Where do we use this procedure?
    - v. When do we use this procedure?
    - vi. Who is going to do it?
  - c. Break it Down

**Answer:** \_\_\_\_\_ Number of days of additional instruction created by having strong systems and routines in your classroom

### Technique Notes -Effective Procedures

Key Idea: Effective procedures minimize disruptions and maximize instructional time. Strive for consistency and efficiency so students can focus on classroom activities.

- **Quick is King** – Goal is the *fastest* possible *right* version.
- **Low Narration** – Require short prompts or reminders
- **Plan What You Want** – Plan what you want each specific step to look like. Anticipate pitfalls!
- **No Interruptions** – Do not take hands during transition.
- **Systematize Culture** – Increase occurrence of preferred culture by creating routines.
- **Shared Ownership** – Students are investing in team and family through procedures.

## Plan What You Want

<b>Routine Title:</b>	
<p><b>Detailed description of the procedure.</b></p> <ul style="list-style-type: none"> <li>• Include specificity for both the teacher and student action.</li> </ul>	
<p><b>Rationale behind this procedure (how will this ultimately help your students learn!)</b></p> <ul style="list-style-type: none"> <li>• Good themes to refer to are:             <ul style="list-style-type: none"> <li>o More time on learning</li> <li>o More effective for individual child</li> <li>o Better tone to class</li> <li>o Etc.</li> </ul> </li> </ul>	
<p><b>What are potential problems or anticipated student errors within this system? Next to each error, quickly brainstorm the phrase you will use to redirect the child.</b></p> <ul style="list-style-type: none"> <li>• Example:             <ul style="list-style-type: none"> <li>o Issue: Students forget to track the person who is passing them the papers and the student in back whacks the student in front with the stack of papers (gently, of course.)</li> <li>o Redirecting phrase: Your eyes should follow the stack of papers.</li> </ul> </li> </ul>	

# Teaching Procedures

1. Read the following quotes.
2. Decide which one speaks to you today.
3. Reflect on it in writing for 2 minutes.

*When they say it takes time to save time, it is TRUE! I spent the first week making sure my students knew exactly what to expect. I gave them extremely clear expectations, explained them, quizzed them, and held them and their parents responsible for knowing and following the expectations of the Stellar Scholar's classroom. Each student has a list of expectations and procedures at the front of their class binder. It's signed by the scholar, the scholar's parent, and by me.*

**Helen McClagherty, RGV '04**

**6th Grade English**

As a pre-K teacher, I am continually amazed by how much my little ones are capable of once they understand the rules and procedures of my classroom. During the first month of school, I focus almost exclusively on teaching them how I expect them to get my attention, to follow instructions, and even how to handle disagreements with other children. Rules and procedures are imperative to the smooth functioning of my Pre-K classroom. My goal is to build my students' independence and interdependence on their friends so I can be free to oversee my classroom, manage the big picture, and teach small groups.

**Zarabeth Parker Davis, Delta '02**

**Pre-K Teacher**

**KIPP SHINE Prep**

Teach procedures like you teach anything else. Write a lesson, differentiate instruction, practice, and assess. Do not rush through this piece in order to get to the "real teaching." Without structure, there will be very little "real teaching."

**Emily Glasgow, Bay Area '98**

**Principal**

**Franklin D. Roosevelt Elementary School**

Your Reflection - Which quote stood out to you today and why?

**When** do I teach procedures?

Day 1 and Then Some!

- Day One
  - i. Teach the most **IMPORTANT** procedures/rules
  - ii. Note: You don't have to teach **ALL** of your procedures on the 1<sup>st</sup> day.
  - iii. Students are most likely to remember a procedure if you teach it right **BEFORE** you are going to use it
- Teach and Reteach...

Time to Brainstorm!!

**Which procedures are most important for us to teach on the first day of**

**school?**


**Remember:** You don't have to teach ALL of your procedures on one day. Only teach the most important ones during the first weeks of school. Plan to teach a procedure for using a special material the first day you use it in class.

**How** do I teach procedures?

- **PLAN it out**
  - i. **Number the Steps**
  - ii. **Pretend Practice**
  - iii. **Model and Describe**
  - iv. **Prioritize your procedures**
- Don't teach a procedure until the procedure is about to be used.
  - Focus on messaging procedures **POSITIVELY** rather than as a punishment or way to control your students.
- Transfer Ownership
- Check for Understanding

### Two ways: Written form and in student practice

The written test can help you figure out not only where your procedures are breaking down in student' minds, but can also help you get snapshots of how they communicate. What a nice plus!

**Brainstorm:**

**HOW** DO I TEACH PROCEDURES?

*A SAMPLE PROCEDURE LESSON PLAN*

### NEW PROCEDURE LESSON PLAN

**Objective:** Students will be able to line up and walk through the hallway quickly and quietly.

**Key points:**

- o When Ms. Taylor says, “1 line,” this means get into a line at the front of the room immediately. Walk behind and/or in front of someone else.
- o Not to the side of them.
- o Walk at a focused pace, not running or lagging behind.
- o The line follows the leader of the line.
- o If we walk quietly, ALL students can focus on their learning too!

**Opening**

Discuss the rationale for this new procedure:

“We don’t spend all of our time in this classroom. We have computer lab, gym, library, music, art, instrument, and so on. We’re important people with places to be! We want to maximize our time while in these special activities because we have to share our specialists with all of the other classes too.”

**Intro to New Material**

Narrate and simultaneously model how you want students to walk. Go through each key point, explaining what you are doing as you do it.

To check for understanding, ask one student to verbally repeat what you just modeled, and ask another student to note whether their classmate correctly repeated the process. Make sure you affirm the student if they are correct and offer feedback for things they didn’t articulate correctly.

**Guided Practice**

Ask a small group of students to demonstrate the correct process for the rest of the class. Ask the observers to comment on how accurately that small group of students followed the process. Make sure you offer praise and feedback as well; narrate the behavior you want to reinforce, “Mikayla walked immediately into line and was silent.” “Cameron’s pace was quick without running.”

**Independent Practice**

Ask the entire class to line up and walk to the water fountain and back as you have explained and other students have demonstrated. This is where you need to be prepared to be especially calm, matter of fact, and 100% consistent in your expectations. If even one student does the procedure incorrectly, ask all students to return to their seats to try again. KEEP saying in a conversational tone, “we need to start over, that wasn’t correct. I know you can do it properly!” Do not stop until your class as a whole has executed the procedure properly. Of course, as students do pieces of the procedure correctly, offer lots of positive feedback!

**Closing**

Assess your students by asking three volunteers to demonstrate the process, this time giving them pre-made scripts to follow, one that is slightly off, one that is terribly wrong, and one that is perfect. Ask students to write down what each student did that was incorrect. Collect these papers and review them.

Thank students for their effort and tell them that they will be expected to line up and walk in this way.

**Script Your Lesson**

Write your script for this lesson (exactly what you will say, what the students will do) on a separate sheet or on the sample lesson plan template on the following pages.

Questions to consider:

- Why is it important for your scholars to know this procedure? How will you explain the importance while maintaining economy of language?
- What are the 3-4 steps your scholars need to do in order to be successful with this procedure?
- How can you model the routine?
- How will students practice this procedure?
- What are five specific praises you can offer to scholars when they are demonstrating the behaviors associated with the 3-4 steps you chose for this procedure?

**Objective:** What will your scholars be able to do as a result of your teaching?

**Explanation & Modeling:**

1. Briefly explain why it is important for your scholars to know this procedure.
2. What are the 3-4 steps your scholars need to do in order to be successful with this procedure?
3. How will you provide a model?

**Practice/Rehearsal:**

1. What content/activity will you use to teach the procedure?
2. How will students practice this procedure?
3. What are specific praises you can offer to scholars when they are demonstrating the behaviors associated with 3-4 steps you chose for this procedure?

**Reinforcement:**

1. How will you give your scholars authentic practice at making this procedure routine?

**Additional Consideration:**

Create a visual of your routine to support your teaching and reinforcement of

the routine – with helpful pictures and kid friendly language.

### Procedure Lesson Plan

<b>Aim:</b> What will your scholars be able to do as a result of your teaching?
<b>Explanation and Modeling:</b>
<ol style="list-style-type: none"> <li>4. Briefly explain why it is important for your scholars to know this procedure.</li> <li>5. What are the 3-4 steps your scholars need to do in order to be successful with this procedure?</li> <li>6. How will you provide a model?</li> </ol>
<b>Practice/Rehearsal:</b>
<ol style="list-style-type: none"> <li>4. What content/activity will you use to teach the procedure?</li> <li>5. How will students practice this procedure?</li> <li>6. What are specific praises you can offer to scholars when they are demonstrating the behaviors associated with 3-4 steps you chose for this procedure?</li> </ol>
<b>Reinforcement:</b>
<ol style="list-style-type: none"> <li>2. How will you give your scholars authentic practice at making this procedure routine?</li> </ol>