

Figure 3.4: Classroom Routines and Procedures Reflection Tool

Routine	Reflection
Entering the Room	<p>How clear and specific are the expectations of this routine for students?</p> <p>How frequently and consistently do I communicate my expectations for this routine?</p> <p>How effectively do I teach, reteach, and model my expectations for this routine to students?</p> <p>How well do I monitor students in this routine?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this routine?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this routine independently, or do they depend on me to successfully complete this routine?</p> <p>Which student leaders can help all students complete this routine?</p>
Leaving the Room	<p>How clear and specific are the expectations of this routine for students?</p> <p>How frequently and consistently do I communicate my expectations for this routine?</p> <p>How effectively do I teach, reteach, and model my expectations for this routine to students?</p> <p>How well do I monitor students in this routine?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this routine?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this routine independently, or do they depend on me to successfully complete this routine?</p> <p>Which student leaders can help all students complete this routine?</p>
Transitioning in the Room	<p>How clear and specific are the expectations of this routine for students?</p> <p>How frequently and consistently do I communicate my expectations for this routine?</p> <p>How effectively do I teach, reteach, and model my expectations for this routine to students?</p> <p>How well do I monitor students in this routine?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this routine?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this routine independently, or do they depend on me to successfully complete this routine?</p> <p>Which student leaders can help all students complete this routine?</p>

Routine	Reflection
Going to the Restroom, Office, Counselor, or Nurse	<p>How clear and specific are the expectations of this routine for students?</p> <p>How frequently and consistently do I communicate my expectations for this routine?</p> <p>How effectively do I teach, reteach, and model my expectations for this routine to students?</p> <p>How well do I monitor students in this routine?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this routine?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this routine independently, or do they depend on me to successfully complete this routine?</p> <p>Which student leaders can help all students complete this routine?</p>
Accessing Classroom Resources Independently	<p>How clear and specific are the expectations of this routine for students?</p> <p>How frequently and consistently do I communicate my expectations for this routine?</p> <p>How effectively do I teach, reteach, and model my expectations for this routine to students?</p> <p>How well do I monitor students in this routine?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this routine?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this routine independently, or do they depend on me to successfully complete this routine?</p> <p>Which student leaders can help all students complete this routine?</p>
Responding to Visitors	<p>How clear and specific are the expectations of this routine for students?</p> <p>How frequently and consistently do I communicate my expectations for this routine?</p> <p>How effectively do I teach, reteach, and model my expectations for this routine to students?</p> <p>How well do I monitor students in this routine?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this routine?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this routine independently, or do they depend on me to successfully complete this routine?</p> <p>Which student leaders can help all students complete this routine?</p>

Routine	Reflection
Whole-Group Instruction	<p>How clear and specific are the expectations of this procedure for students?</p> <p>How frequently and consistently do I communicate my expectations for this procedure?</p> <p>How effectively do I teach, reteach, and model my expectations for this procedure to students?</p> <p>How well do I monitor students in this procedure?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this procedure?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this procedure independently, or do they depend on me to successfully complete this procedure?</p> <p>Which student leaders can help all students complete this procedure?</p>
Small-Group Instruction	<p>How clear and specific are the expectations of this procedure for students?</p> <p>How frequently and consistently do I communicate my expectations for this procedure?</p> <p>How effectively do I teach, reteach, and model my expectations for this procedure to students?</p> <p>How well do I monitor students in this procedure?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this procedure?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this procedure independently, or do they depend on me to successfully complete this procedure?</p> <p>Which student leaders can help all students complete this procedure?</p>
Partner Work	<p>How clear and specific are the expectations of this procedure for students?</p> <p>How frequently and consistently do I communicate my expectations for this procedure?</p> <p>How effectively do I teach, reteach, and model my expectations for this procedure to students?</p> <p>How well do I monitor students in this procedure?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this procedure?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this procedure independently, or do they depend on me to successfully complete this procedure?</p> <p>Which student leaders can help all students complete this procedure?</p>

Routine	Reflection
Independent Work	<p>How clear and specific are the expectations of this procedure for students?</p> <p>How frequently and consistently do I communicate my expectations for this procedure?</p> <p>How effectively do I teach, reteach, and model my expectations for this procedure to students?</p> <p>How well do I monitor students in this procedure?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this procedure?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this procedure independently, or do they depend on me to successfully complete this procedure?</p> <p>Which student leaders can help all students complete this procedure?</p>
Technology Use	<p>How clear and specific are the expectations of this procedure for students?</p> <p>How frequently and consistently do I communicate my expectations for this procedure?</p> <p>How effectively do I teach, reteach, and model my expectations for this procedure to students?</p> <p>How well do I monitor students in this procedure?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this procedure?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this procedure independently, or do they depend on me to successfully complete this procedure?</p> <p>Which student leaders can help all students complete this procedure?</p>
Testing	<p>How clear and specific are the expectations of this procedure for students?</p> <p>How frequently and consistently do I communicate my expectations for this procedure?</p> <p>How effectively do I teach, reteach, and model my expectations for this procedure to students?</p> <p>How well do I monitor students in this procedure?</p> <p>How effective am I at positively reinforcing students' behavior when I see them successfully execute this procedure?</p> <p>How well do I anticipate student misbehaviors and intercept them before I have to stop instruction to redirect students?</p> <p>Do students complete this procedure independently, or do they depend on me to successfully complete this procedure?</p> <p>Which student leaders can help all students complete this procedure?</p>