

Chapter 2:
Create
Consistent
Organizational
Patterns

Chapter 2: Organization

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., August 24: determine classroom arrangement, decide on attention signal.)

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 1: ARRANGE AN EFFICIENT DAILY SCHEDULE		
<input type="checkbox"/>	I have arranged my daily schedule to include a reasonable balance of teacher-directed work, independent work, and cooperative group activities—within a given subject and/or across subjects during the day.	
<input type="checkbox"/>	I have arranged my daily schedule so that no one type of activity (teacher-directed work, independent work, or cooperative group) runs for too long a period of time.	
<input type="checkbox"/>	I have scheduled independent work and cooperative group activities to immediately follow teacher-directed tasks.	
<input type="checkbox"/>	I have identified and taken steps to proactively address those times of the class or day when students are more likely to misbehave.	
TASK 2: CREATE A POSITIVE PHYSICAL SPACE		
<input type="checkbox"/>	I have arranged the desks in my classroom to optimize the most common types of instructional activities students engage in and to reflect the level of structure my students require.	
<input type="checkbox"/>	My classroom is arranged so that I have physical and visual access to all parts of the room.	

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<input type="checkbox"/>	My classroom is arranged so that disruptions caused by activity in high-traffic areas are kept to a minimum.	
<input type="checkbox"/>	I have devoted some of my bulletin board/display space to student work.	
TASK 3: USE AN ATTENTION SIGNAL		
<input type="checkbox"/>	I have identified and will teach to students an attention signal that has both auditory and visual components.	
<input type="checkbox"/>	I have a specific plan for how I will provide both positive and corrective feedback to students regarding how they respond to the signal.	
TASK 4: DESIGN EFFECTIVE BEGINNING AND ENDING ROUTINES		
<input type="checkbox"/>	I have identified how I will begin class and/or the school day in a way that makes students feel welcome and prompts them to go immediately to their seats to work on a productive task.	
<input type="checkbox"/>	<p>As a middle school teacher, I have determined how I will conduct opening activities to meet the following goals:</p> <ul style="list-style-type: none"> • Students are instructionally engaged while I take attendance. • My procedures for dealing with tardiness ensure that tardy students do not disrupt class or take my attention • Announcements and housekeeping tasks do not take up too much time. 	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<input type="checkbox"/>	<p>As an elementary school teacher, I have determined how I will conduct opening activities to meet the following goals:</p> <ul style="list-style-type: none"> • Opening activities are efficient and orderly, and ease students into the school day. • Students understand that school attendance and punctuality are important. 	
<input type="checkbox"/>	<p>I have identified procedures for dealing with students who do not have necessary materials and/or are not prepared. These procedures:</p> <ul style="list-style-type: none"> • Ensure the student(s) can get needed materials in a way that does not disrupt instruction. • Establish reasonable penalties to reduce the likelihood the student(s) will forget materials in the future. • Reduce the amount of time and energy I have to spend dealing with this issue. 	
<input type="checkbox"/>	<p>I have identified how I will deal with students who return after an absence so that they can find out what assignments they missed and get any handouts or returned papers without involving much of my time and energy.</p>	
<input type="checkbox"/>	<p>I have developed procedures for wrapping up at the end of the school day and/or class period. These procedures ensure that:</p> <ul style="list-style-type: none"> • Students will not leave the classroom before they have organized their own materials and completed any necessary cleanup tasks. • I have enough time to set a positive tone for the class and give students both positive and corrective feedback. 	
<input type="checkbox"/>	<p>I have developed dismissal procedures that ensure that students do not leave the classroom until I dismiss them (the bell is not a dismissal signal).</p>	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 5: MANAGE STUDENT ASSIGNMENTS		
<input type="checkbox"/>	I have designed procedures for assigning classwork and homework that ensure that students can easily find information about the tasks they have been assigned to complete.	
<input type="checkbox"/>	I have designed efficient and effective procedures for collecting student work.	
<input type="checkbox"/>	I have designed efficient and effective procedures for keeping records of students' work and giving them feedback about their progress.	
<input type="checkbox"/>	I have designed efficient and effective procedures for dealing with late and/or missing assignments.	
TASK 6: MANAGE INDEPENDENT WORK PERIODS		
<input type="checkbox"/>	<p>As I set up my independent work periods, I will make sure that I do the following:</p> <ul style="list-style-type: none"> • Only assign independent work that I know students can do independently. • Schedule independent work times in a way that maximizes on-task behavior (see Task 1: Daily Schedule). • Establish a clear vision of what student behavior should look and sound like during independent work times. • Arrange to provide guided practice on tasks and assignments that I expect students to do independently. • Develop a specific system for how students can ask questions and get help during independent work periods. 	