**Partial Checklist for the First Days of School**

**Before Day One**

* Plan procedures and routines necessary for the first day/week.
* Consider what behaviors you want to address in the classroom rules.
* Plan activities that are emotionally comfortable and pleasant.
* Plan activities that assess the basic skills and needs of students.
* Plan the wording of your oral direction and discussions.
* Arrange furniture and seating to suit the activities of day one.
* Have multiple copies of your roster at the ready for different checklists.
* Put all materials and handouts exactly in the place you will need them.
* Keep one copy of everything on a clipboard or nearby for you.
* Post several large schedules for breaks, lunch, and dismissal.
* Comply with all administrative tasks promptly.

**Day One**

* Arrive rested and healthy.
* Verify all is still in place and ready.
* Check office box, email, and faculty information board.
* Touch base with your neighbor teachers.
* Greet students and direct them where they may sit.
* Introduce yourself and the course/grade level expectations.
* Describe upcoming learning activities, strategies, projects, and routines.
* Discuss and establish the sensibility of classroom rules.
* Survey interests and needs and wants of your students.
* Practice any critical or regular procedures.
* Assess students’ knowledge, skills, or concepts.
* Plan content-based activities that trigger comfortable emotions.
* Finish activities and clean-up routines several minutes before dismissals.
* Congratulate EACH student for successes throughout the day.
* Assign homework.
* Distribute any memos from the office.
* Pleasantly say, “Good-bye” and give a positive opinion about student participation.
* Follow through on any administrative tasks.
* Find a colleague who will debrief the day with you.
* Prepare tomorrow.

**First Week**

* Honor homework immediately upon arrival.
* Keep practicing routines and procedures.
* Write progressive lessons and script your actual words for directions.
* Start noting special talents; special needs; social preferences; work ethic.
* Change modalities or methods at 8-20 minute intervals
* Be fully prepared every moment of every day, with alternative ideas.
* Affirm attendance, attentiveness, productivity, and all appropriate behaviors.
* Call students by name when being appropriate.
* Avoid use of students name when redirecting behaviors.
* Ignore as many inappropriate behaviors as possible.
* Use the wording of classroom rules to redirect behaviors.
* Finish lessons and clean-up about three minutes before each dismissal.