
CHECKLIST - PREPARING FOR THE FIRST DAY

Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve the efficiency of your classroom management. Use this checklist to guide your preparation for the first day.

Before Students Arrive

- _____ Prepare name labels for desks/lockers/coat area (elementary); your MISA may be able to prepare name/address labels, class roster, etc.
- _____ Be aware of building procedures and policies
- _____ Decorate room - bulletin boards, plants, cursive/manuscript letters
- _____ Determine classroom procedures (bathroom, pencil sharpener, drinks, leaving and entering room)
- _____ Prepare letter of introduction to parents/guardians (List supplies needed and ask them to share helpful information about their student.)
- _____ Establish attendance and lunch count procedures
- _____ Prepare an alphabetical check list of students
- _____ Prepare student folders/portfolios (possible contents: mini-cums, student work, index cards for documentation)
- _____ Prepare subject folders for students' work
- _____ Obtain grade book - use to record textbook numbers, locker numbers, grades, etc. (Divide by tabs for each grading period.)
- _____ Enter plans in Lesson Plan Book (Overplan the first week. Make the plans detailed.)
- _____ Post Specialist Schedule (elementary)
- _____ Order and organize supplies
- _____ Display U.S. flag
- _____ Prepare Reserve Teacher Folder
- _____ Obtain media materials (library books, overhead, projectors, VCR, computers, etc.) Check with your Media Specialist about procedures for ordering media materials from the Educational Service Center
- _____ Prepare "free time" materials/activities
- _____ Prepare student passes
- _____ Obtain placement tests needed for evaluating students

- _____ Design room arrangement (see page III-8)
- _____ Design a classroom management plan (see page III-6)

After Students Arrive

- _____ Welcome each student
- _____ Distribute name tags (elementary)
- _____ Share and discuss expectations/define limits
- _____ Generate expectations (not more than five/six needed to establish a safe and comfortable learning environment)
- _____ Post generated expectations
- _____ Teach school/classroom policies and procedures
- _____ Structure procedure for leaving the room
- _____ Share daily schedule (Specialist times, breaks, etc.)
- _____ Establish morning meeting routine (attendance, lunch count, announcements, etc.)
- _____ Define signals for student and teacher attention
- _____ Record each student's bus letter/number
- _____ Record textbook numbers in grade book/alphabetized list
- _____ Conduct tour of building (primary teachers)
- _____ Assign a simple art activity to display on bulletin board (elementary)
- _____ Read aloud to students at least 20 minutes (elementary)
- _____ Play name games or other "get acquainted" activities
- _____ Engage students in activities that assure success
- _____ Provide variety, changes of pace
- _____ Explain lunchroom procedure and seating if appropriate
- _____ Distribute materials to be taken home
- _____ Encourage students to promptly return materials needing parent/guardian signature
- _____ Begin to teach organizational skills (e.g., take-home folders, subject folders)
- _____ Give instructions regarding clean-up and dismissal procedures