

# Classroom Management & Planning for the First Days of School

**“The most important day of a person’s education is the first day of school, not graduation day.”**

**-Harry Wong**

**“An effective teacher manages a classroom. An ineffective teacher disciplines a classroom.” -Harry Wong**

## **Steps for Teaching Routines: 1) Explain, 2) Rehearse, 3) Reinforce**

**Include WOLCS STARs values as rationale.**



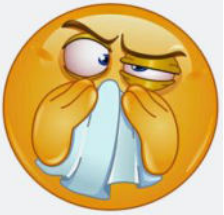

<b>CLASSROOM MANAGEMENT &amp; DISCIPLINE PLAN</b>	
<b>Rules and Expectations</b>	
<b>Classroom Rules &amp; Expectations</b> <ul style="list-style-type: none"> <li>Keep rules short, simple, and easy to remember</li> <li>State positively. Should reflect what you want student TO DO and not what you don't want them to do.</li> <li>Consider “developing” with students</li> <li>Post Rules</li> <li>Use STAR language when teaching to students</li> <li>Attach STAR chart for these areas (Classroom, Cafeteria, Recess/Playground, Bathroom/Hallway, Dismissal/Bus)</li> </ul>	<ol style="list-style-type: none"> <li>Follow directions the first time given.</li> <li>Use hand signals and wait for permission to continue</li> <li>Stay in your seat unless you have permission to do otherwise</li> <li>Change tasks quickly and quietly</li> <li>Keep hands, feet, and objects to yourself</li> <li>No cursing or teasing</li> </ol>
<b>Tracking Behavior</b> <ul style="list-style-type: none"> <li>Develop a system of tracking behavior daily</li> <li>Color system, point system, etc.</li> <li>Behavior chart</li> <li>Immediate!</li> </ul> <p><i>How will you monitor behavior throughout the day? How will parents receive reports of behavior? Write how you will monitor behavior daily in the next box.</i></p>	<ul style="list-style-type: none"> <li>Use DOJO for positive behavior tracking</li> <li>Use a log chart (on paper) for negative behaviors and log in powerschool</li> <li>Students get points that equate to “money” for the class economy</li> <li>Parents receive reports of behavior through dojo message/calling if a situation escalates</li> </ul>
<b>Positive Consequences - Rewards &amp; Incentives</b> <ul style="list-style-type: none"> <li>Class-wide and individual</li> <li>If students are following the rules and expectations of the classroom</li> <li>Be CONSISTENT &amp; immediate!</li> <li>Follow through!</li> </ul> <p><i>Use the Climate &amp; Culture handbook to assist with creating a list of classroom rewards. You can list more than four.</i></p>	<ol style="list-style-type: none"> <li>Stinky feet</li> <li>Snack from home</li> <li>Select a gonoodle</li> <li>select a flocab</li> <li>wear a hat in class</li> <li>bring in show and tell</li> <li>positive note home</li> <li>wear outerwear in class</li> <li>wear sunglasses in class</li> <li>select a piece of candy</li> <li>listen to music during independent class time</li> <li>sit next to a friend of choice for the day</li> </ol>


Teacher Name:

Grade / Room (or grade only if for grade level):

p. 2 of 7

	13. lunch brunch 14. homework pass 15. independent time (10 minutes) 16. cold bottled water 17. conversation pass (10 minutes) 18. Granola bar
<b>Negative Consequences</b> <ul style="list-style-type: none"> <li>• If students aren't following the rules and expectations of the classroom</li> <li>• Easy and immediate for teacher to enforce</li> <li>• Be CONSISTENT!</li> <li>• Follow through!</li> </ul> <p><i>Use the Climate &amp; Culture handbook to assist with creating a list of classroom consequences. You can list more than four.</i></p>	1. verbal warning 2. written warning 3. student conference 4. behavior reflection 5. parent contact 6. lunch detention 7. recess detention 8. seat change 9. time out 10. dean referral
<b>DOJO</b> <p><i>Develop your DOJO point system. What will students earn for their weekly DOJO points? How many points do they have to earn? Will there be levels of earning? Detail your daily, weekly, and monthly rewards. Specify eligibility criteria (i.e. top point, top 5, most improved, etc.)</i></p>	All students participate in classroom economy which takes dojo points + points earned from their classroom job -desk rent - fines
<p style="text-align: center;"><b>POSITIVE EXPECTATIONS</b></p> <p style="text-align: center;"><b>Teacher &amp; Student Responsibilities</b>  <b>Post after developing. Encourage student input.</b></p>	
<b>Teacher Responsibilities</b> <p><i>List 3 – 6 expectations that students can expect from you.</i></p>	1. I will always listen to how you're feeling. 2. I will always have high expectations for you. 3. I will always do anything I can to help you learn and succeed in life.
<b>Student Responsibilities</b> <p><i>List 3-6 positive expectations you expect from the students.</i></p>	1. I will always be kind to myself and those around me. 2. I will always try to be the best I can be; as a student and as a human. 3. I will take my education and my future seriously and work hard to get where I want to be.

<b>CLASSROOM MANAGEMENT PLAN</b> <b>Routines and Procedures.</b> <b>Use graphic organizer wherever applicable.</b>	
Seat Signals	
Restroom 	
 Water	
Tissue 	
Pencil / Sharpener 	

Active Listening		
<b>School-wide Single School Culture &amp; Instructional Practices</b>		
Threshold	<ul style="list-style-type: none"> <li>● Students line up in numeric order outside single file along the wall (Silently)</li> <li>● Teacher greets each individual with a smile and a handshake, high five, or a fist bump</li> <li>● Students enter the classroom individually</li> </ul>	
Entry Routine	<ul style="list-style-type: none"> <li>● Walk in quietly</li> <li>● Use your locker</li> <li>● Walk directly to your seat and sit down</li> </ul>	
SLANT	<ul style="list-style-type: none"> <li>● Peace sign in the air</li> <li>● Students SLANT</li> </ul>	
Tight Transitions	<ul style="list-style-type: none"> <li>● Be silent</li> <li>● Line up single file along the wall</li> </ul>	
Ending Instruction / Lining Up / Exiting	<ul style="list-style-type: none"> <li>● Line up by row/number</li> <li>● Feet on either side of the line, facing forward</li> <li>● Quiet</li> </ul>	
Specials	<ul style="list-style-type: none"> <li>● Specials in the classroom <ul style="list-style-type: none"> <li>○ Teacher enters</li> <li>○ Pencils out</li> <li>○ Sitting Quietly</li> </ul> </li> <li>● Gym <ul style="list-style-type: none"> <li>○ Transition silently</li> <li>○ Wait outside the gym door</li> </ul> </li> </ul>	
Nurse	<ul style="list-style-type: none"> <li>● Students raise hand and ask permission to go to the nurse</li> <li>● Walk independently (or with the classroom nurse if necessary)</li> </ul>	

Lunch/Recess	<ul style="list-style-type: none"> <li>• Students walk in the hall single file/silent in the hallway</li> <li>• Students are walked to their table at lunch</li> <li>• Students line up on the wall outside to check in</li> <li>• Teachers blow a whistle three times and everyone freezes</li> <li>• Teacher blows a whistle again and students move to their line</li> </ul>
Dismissal	<ul style="list-style-type: none"> <li>• Students stay quiet and in their seats until they are dismissed via announcements</li> <li>• Walkers must line up at the end of the dismissal process to</li> </ul>
Resource Room / Other Class	<ul style="list-style-type: none"> <li>• Students will be called to be pulled out</li> <li>• Students will gather belongings and take the pass silently</li> </ul>
Time Out in Another Room (TOAR)	<ul style="list-style-type: none"> <li>• Student will be asked to use the zen zone or TOAR</li> <li>• Student will take a pass to the designated area</li> </ul>
Fire Drills	<ul style="list-style-type: none"> <li>• Students will follow line up procedure to silently line up</li> <li>• Students will walk in a single file forward facing sign until we are in the designated location</li> </ul>
Additional Items if not already considered	
Cell Phones	<ul style="list-style-type: none"> <li>• In homeroom: place turned off phones into your baggie in the lock box</li> <li>• Lock the box and place it in the closet</li> </ul>
Uniform	<ul style="list-style-type: none"> <li>• Check uniform in homeroom</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Check homework during journal time</li> <li>• Teacher will come around with green/red markers or X or ✓</li> </ul>
Make Up Work	<ul style="list-style-type: none"> <li>• Absent students must collect materials from their mailbox and copy their notes from the teacher's binder</li> </ul>
Taking Roll	<ul style="list-style-type: none"> <li>• the teacher will scan the room to take roll</li> <li>• students must be in their assigned seat</li> </ul>
Turning In Papers	<ul style="list-style-type: none"> <li>• assignments will be passed to the left and then forward</li> <li>• the teacher will collect the work from that student</li> </ul>

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Getting Assistance	<ul style="list-style-type: none"> <li>● students should see 3 before me</li> <li>● if students still need assistance, they should raise their hand</li> </ul>
Passing out/Collecting papers	<ul style="list-style-type: none"> <li>● File staff will place student work into mailboxes and students will go to their mailboxes at designated times (end of the day and in the morning)</li> </ul>
Clean up	<ul style="list-style-type: none"> <li>● students will be responsible for cleaning their own area</li> <li>● there are two designated custodians that will sweep and a desk manager to wipe desks at the end of each day</li> </ul>
What to do if finished early <i>Also include 5 activities for students to complete</i>	<ul style="list-style-type: none"> <li>● help others</li> <li>● work on homework</li> <li>● read silent reading book</li> <li>● organize folders</li> <li>● study vocabulary words</li> <li>● make a word find puzzle</li> <li>● draw a picture for the fridge</li> </ul>

**“Student achievement at the end of the year is directly related to the degree to which a teacher establishes good control of the classroom procedures in the very first week of the school year.” -Harry Wong**

#### FIRST DAYS OF SCHOOL

<b>Greeting</b> <b>(Threshold/ Entry Routine)</b> <ul style="list-style-type: none"> <li>● Greet students at the door each morning</li> </ul> <i>How will you greet your students each morning? Write your greeting in the next box.</i>	<ul style="list-style-type: none"> <li>● Good morning, welcome, it's nice to see you</li> </ul>
<b>Seating</b> <ul style="list-style-type: none"> <li>● Direct students to their assigned seats</li> <li>● Consider monthly seat changes to allow students to work with different students throughout the classroom</li> </ul> <i>How do you want students to sit? How many desks will be in a group? Attach your seating chart. Consider flow and ease in monitoring all students.</i>	<ul style="list-style-type: none"> <li>● 3 curved rows with space between each row so all students can move behind seated students and teacher can walk through</li> </ul>
<b>Morning Do Now/Entry Assignment</b> <b>(Threshold/ Entry Routine)</b> <ul style="list-style-type: none"> <li>● Begin each morning with a Do Now</li> </ul>	<ul style="list-style-type: none"> <li>● Students will complete a journal entry each morning in their copy books               <ul style="list-style-type: none"> <li>○ In at least 4 sentences: What do you love? what are you most proud of?</li> </ul> </li> </ul>

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p. 7 of 7

<ul style="list-style-type: none"> <li>● Assignment or activity be on the desk or on the board before entry</li> </ul> <p><i>What activity will my students complete once they sit in their seat? Write your Do Now/Entry Assignment in the next box.</i></p>			
<p><b>Attendance Procedures (Threshold/ Entry Routine)</b></p> <ul style="list-style-type: none"> <li>● How will you take daily roll?</li> <li>● Late students? Their electronics? Catching up?</li> <li>● Excuse notes?</li> </ul> <p><i>How will students put away their things? Will this take place during while students are working on Do Now? Write your Unpack Routine in the next box.</i></p>	<ul style="list-style-type: none"> <li>● Take roll the first few days by going around to each student's desk during the morning do now to make sure I'm pronouncing each students name correctly.</li> <li>● Students coming in late will put an L in their chart</li> <li>● Electronics get placed into plastic bags that have their names on them</li> </ul>		
<p><b>Unpacking Procedures (Threshold/ Entry Routine)</b></p> <ul style="list-style-type: none"> <li>● The time when students will unpack. How often can they retrieve items? What needs to put away vs what needs to be available?</li> </ul> <p><i>How will students put away their things? Will this take place while students are working on Do Now? Write your Unpack Routine in the next box.</i></p>	<ul style="list-style-type: none"> <li>● May only retrieve items in the morning (homeroom) and dismissal</li> <li>● Backpacks and coats must be put in lockers, all books and supplies must be available for them at their desk</li> </ul>		
<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>● Provide your name that you want students to call you</li> <li>● Tell a little about yourself</li> <li>● communicate expectations for the school year and of the class</li> </ul> <p><i>How will your welcome your students? Think of a creative way to welcome your students to a new school year. Write your Welcome in the next box.</i></p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>		
<p><b>Getting to Know You</b></p> <ul style="list-style-type: none"> <li>● An icebreaker or activity to learn names and for students to interact with one another</li> </ul> <p><i>What activity will you use to help students get to know one another? Write it in the next box or attach it to your plan.</i></p>	<ul style="list-style-type: none"> <li>● Mingle Mingle Mingle</li> <li>● Roe Sham Bo</li> <li>● Ghost in the Graveyard</li> </ul>		
<p><b>Transitions Within the Classroom</b></p> <p>From activity to activity</p> <p><i>How will students' transition? Will you use a hand signal, a song, a special sound? Write your transition in the next box. NOTE: K-2 WILL UTILIZE COUNT DOWN 3,2,1</i></p>	<table border="1"> <tr> <td data-bbox="886 1310 1031 1469">Tight Transitions</td><td data-bbox="1031 1310 2005 1469"> <ul style="list-style-type: none"> <li>● 5-0 countdown</li> <li>● match me</li> </ul> </td></tr> </table>	Tight Transitions	<ul style="list-style-type: none"> <li>● 5-0 countdown</li> <li>● match me</li> </ul>
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<p><b>Transitions Outside of the Classroom</b>  Lining up to prepare to walk into the hall</p> <ul style="list-style-type: none"> <li>Walking the halls</li> </ul> <p><i>How will students' transition? Will you use a hand signal, a song, a special sound? Write your transition in the next box.</i>  <b>NOTE: ALL STUDENTS &amp; STAFF WALK TO THE RIGHT AND FACE FORWARD. TEACHER MODEL SILENT HALLWAYS. K-2 WILL USE LIPS AND HIPS.</b></p>		<ul style="list-style-type: none"> <li>silently facing forwards</li> <li>secret walker</li> </ul>
<p><b>End of the Day/Dismissal</b></p> <ul style="list-style-type: none"> <li>Teacher closing and Debrief from the day</li> <li>Introduce procedure to pack-up and dismiss to the appropriate areas in an organized manner</li> </ul> <p><i>How will students move through the room at the end of the day to avoid chaos? Write your End of the Day/Dismissal routine in the next box.</i></p>		<ul style="list-style-type: none"> <li>Students are called by section (modes of dismissal) to go to their lockers.</li> <li>Students return to their seats with their belongings prior to dismissal</li> </ul>