Turn classroom chaos into student achievement. We will show you how—overnight.

THE CLASSROOM MANAGEMENT BOOK

with

Sarah F. Jondahl & Oretha F. Ferguson

and a host of other very effective teachers
The Authors

They are all teachers and exemplary classroom managers.

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At home, many students do not know what problem, what struggle is going to hit their family next. When at-risk students walk into my classroom and discover that there is a procedure, a ‘how to’ handbook of sorts for nearly any issue that could arise, they are at ease. For some of these students, this type of orderly and smoothly running classroom is the first experience at a life without chaos.

Stephanie Stoebe  Round Rock, Texas
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The single greatest effect on student achievement is the effectiveness of the teacher.

Research on Effective Teachers

Effectiveness is achieved by employing effective practices. Thomas Good and Jere Brophy have spent more than 30 years observing classrooms and the techniques teachers use to produce achievement and learning. They observed teachers regardless of grade level, subjects taught, the diversity of the school population, or the structure of the school. Their book, *Looking in Classrooms*, spans several editions over 30 years and consistently concludes that effective teachers have the following three characteristics:

1. They are good classroom managers.
2. They can instruct for student learning.
3. They have positive expectations for student success.¹

In 2008, 30 years after Good and Brophy’s seminal research, Robert Pianta of the University of Virginia reported his observations of 1,000 schools. He said the same thing. There are three critical factors of effective teachers:

1. Organizational support
2. Instructional support
3. Emotional support²

In the same year, the Mental Health Center at UCLA reported the three barriers that prevent at-risk student learning:

1. Management component
2. Instructional component
3. Enabling component³

The words of the researchers may be slightly different, but they all consistently emphasize the same thing:

1. It is the teacher that makes the difference. The more effective the teacher, the more effective the practices of the teacher, the more students will learn.
2. Classroom management is an essential element of student achievement.

Three Characteristics of Effective Teachers

Decades of research have identified and defined the three characteristics of effective teachers. *The First Days of School* was written to explain and implement these three characteristics:

1. Classroom Management
   The practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.

2. Lesson Mastery
   How well a teacher provides instruction so students will comprehend and master a concept or skill to a level of proficiency as determined by the lesson objective and assessment.

3. Positive Expectations
   What the teacher believes will or will not happen and its influence on the achievement and success of students.

Classroom Management creates the foundation for an effective and successful classroom. It is invisible when performed at its best. It is apparent when it is missing from classrooms.
People Create Results

The quality of a school cannot exceed the quality of its teachers. Effective teachers and principals create effective schools. Programs and fads do not create effectiveness. People create effectiveness.

When teachers are effective, student achievement will increase. John Goodlad, while at UCLA, reported looking at 40 years of educational fads, programs, and innovations and did not find a single one that increased student achievement. His findings bear repeating:

The only factor that increased student achievement was the effectiveness of a teacher.

I See Results

Having procedures and following them each and every day, while being as consistent as humanly possible, really makes my class run smoothly and my job a lot easier.

This is why I love teaching— I see RESULTS. My students are learning.

An effective teacher is key for student success.

QR Codes

There are 40 QR Codes scattered throughout THE Classroom Management Book. The codes will take you to our website, www.EffectiveTeaching.com, and the information stored there.

A QR Code, Quick Response Code, has information coded in a pattern. This is a sample of what to look for throughout the book. When you see the code, scan it to access the additional information mentioned in the code. Much of this material, such as videos, PowerPoint presentations, or downloadable templates, is not possible to present on a printed page.

Access the information in the QR Code in two ways:

1. Install a QR Code scanner onto a mobile device. The scanner is free in any App store. Download the scanner compatible with your device. Once the scanner is in place, scan the code in the book and be taken directly to the information.

2. Go to THE Classroom Management Book page on our website, www.EffectiveTeaching.com. Click the “QR Codes” tab to be taken to active links for each code.

On page 300 is a list of all QR Codes referenced in the book.
A Complete First-Day Script Checklist

Sally Lutz is a tenth-grade, Intensive Reading, high school teacher in Florida. She uses a checklist format for her first day of school. As she completes each item, she checks it off the list.

- Cheerfully and enthusiastically greet students at the door, making eye contact with each. If names are known, greet students accordingly.
- Share personal information, expectations, and educational philosophy.
- Post a seating chart on the whiteboard for each class period. Instruct students to reference the chart as they enter the classroom.
- Place the journals at their desks (arranged in groups of four). Write prompts with explanations/directions on the whiteboard. This is where the weekly journal entry and the daily bellwork will be found throughout the school year.
- Take attendance quickly while students complete the opening assignment.
- Share with students that they are expected to be in their seats when the bell rings; otherwise, they will be marked tardy. Late passes are placed in a basket near the door and filed in student portfolios. After the third tardy they will be issued a referral and sent to the Dean’s office, and detention will be served. Running through the door when the bell is ringing is not acceptable. The classroom is set up and conducted as a place of professional business. If the student is tardy or absent, a designated area and bin will house work that was missed.

- The first week’s journal prompt will be copied as follows:
  - Hi, Mrs. Lutz. My name is ____________________.
  - My school schedule is ________________________________.
  - My interests and hobbies are ____________________________.
  - I did not do well on the FCAT because I ____________________________.
  - In this class I hope to learn ________________________________.
  - My address is ________________________________.
  - My home phone number is ____________________________.
  - I do/do not have my driver’s license. (circle one)
  - My favorite class is ____________________________. Reasons ________________________________.
  - My least favorite class is ____________________________, Reasons ________________________________.
On the outside of the journal, students write their first and last names/class periods. Journals are to be answered in complete sentences. Prompts are to be copied word for word from the board. Permanent markers will be provided with designations and instructions posted in the classroom explaining how to obtain and return them.

Journals are kept in a specific location. How they are to be picked up and returned will be modeled. (Throwing them into the bin is not acceptable.)

Show the bin for completed homework and in-class assignments.

Share the bulletin board with classroom procedures (not rules), district dress code, class supplies, and syllabus. There will be a visual of each supply item on the ledger.

Designate two bulletin boards for students. These will include photos, newspaper clippings of student accomplishments, or any newsworthy information about the students.

The organization of the classroom and how it is run is explained and modeled. For example, in a designated closet, a numbered shelf is provided per class period for student supplies, materials, and the like.

Distribute papers with syllabus, classroom procedures, and class supply list. Each informational paper will be on a different piece of brightly colored paper.

Designate an area on the whiteboard for the date, assignments, and how to head a paper.

Explain the word wall and its function.

Point out bins where Hi-liters, rulers, dry-erase markers and erasers, glue, scissors, hole-punches, and sharpeners are stored. Explain how to properly obtain and replace the supplies.

Identify one person from each group as the runner. This person will obtain necessary items needed for the day’s work. Items will be listed on the board daily.

If a pen or pencil is needed for the day’s work, students may borrow supplies from Mrs. Lutz only if the student provides collateral.

Share the I.O.N.U. System (I Observe No Unfriendliness). This system is based upon the book, Likeability Factor, by Tim Sanders.

Review dismissal procedures. The bell does not necessarily dismiss students; Mrs. Lutz does. Students will not gather at the door; they will remain in their seats prior to dismissal.

Prior to dismissal, make a quick sweep of the classroom for cleanliness. There should be no paper on the floor, all items should be properly returned to their rightful place, and desks should be in prearranged positions.

Prepare a substitute folder. Inform students of your expectations if and when a substitute is needed—actually speaking to the class, giving out instructions for that day.
**Students Secretly Crave Procedures**

Christy Mitchell and Grace Ann Coburn had a classroom management class taught by Greg Risner at the University of North Alabama and succeeded as new teachers because they created a classroom management plan as part of their coursework. They were organized and ready for their first job offers.

Their plans, they say, consisted of procedures, procedures, procedures! They created a procedure for everything. They posted the procedures. They taught them. They demonstrated them. They practiced them. Once they did this, everything else fell into place. “Students knew what we expected from the beginning to the end. The students secretly craved structure and management.”

Many students come from very challenging home and life situations. Because their lives are disorganized and in chaos, they long for a classroom that is organized and structured. An organized plan will help students lay the foundation for wise use of classroom time. Learning will take place in an efficient and timely manner as you will have time to devote to what you were hired to do—help students make progress in their learning.

Blueprints are for contractors to build a home correctly. Agendas are used for meetings to help everyone stay on course. Maps are used for guidance to help you get from one point to another point safely.

*Have your classroom management plan ready on the first day of school to ensure your class is on course for a successful school year.*

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**Creating a Classroom Management Plan**

**Plan with Procedures**

A Classroom Management Plan consists of a series of practices and procedures that a teacher uses to maintain an effective environment in which instruction and learning can occur. It’s an operational manual for the classroom. It’s a step-by-step guide for how to run a classroom.

A classroom management plan is a living document that changes as needed. Plans grow with need as situations present themselves in the classroom. Effective teachers are like fashion designers, graphic artists, and electronic engineers who are constantly tweaking their designs to attract new audiences and customers. With each new group of students, your classroom management plan will be tweaked to increase the chances for student success.

Research shows that sixteen percent of new teachers never make it beyond their first year of teaching and fifty percent will not make it beyond five years. Yet, effective teachers keep teaching year after year because they never stop designing and tweaking their classroom management plans for both teacher and student success.
Putting Concepts into Practice

Stephanie Stoebe, 2012 Texas Teacher-of-the-Year, teaches in Round Rock, Texas, and uses a PowerPoint presentation to share her procedures with her students. As effective teachers do, she is constantly looking for ways to improve her skills, so she has a greater influence on her students. Stephanie reworked her PowerPoint presentation after some pointers from us. She says, “I am much happier with it. It is cleaner and simpler for the kids!”

These are some of her “Before” and “After” slides.

Creating effective PowerPoint presentations will help you add impact to your words.

View more examples of PowerPoint slides that have been shared with us.
The Agenda

Posting an agenda allows students to know what to expect throughout the day. It prevents any surprises, which can easily distract different types of learners. It helps students and teachers to stay focused and on task and to transition smoothly to the next activity.

You can get students on task the moment they enter the classroom. **Post an agenda that lets students know the sequence of events for the day.** It tells students what will happen, at what time it will happen, and why it will happen.

*This procedure eliminates these problems:*

1. Students wandering around the classroom because there is nothing to do
2. Students asking, “What are we doing today?”
3. Students transitioning poorly between activities
THE BACKGROUND

The most important detail for the teacher to establish at the start of school is CONSISTENCY. Students do not welcome surprises or embrace disorganization. Post a daily agenda where everyone can see it. Students will know exactly what will be happening throughout class—what they are to do, when they are to do it, and the purpose or focus of the lesson.

In the business world, employees start work without prompting from their supervisors. Employees are able to start work because they know what to do.

An agenda includes the day’s schedule, an opening assignment, and a lesson objective so students are clear about what they are to learn, when they are to learn it, and why they are learning it. Students become responsible for starting the class or period when an agenda is posted.

1. An agenda enables students to be self-starters who are on task the moment they enter the classroom.
2. An agenda empowers students with the keys to their own learning, so they don’t ask, “What are we doing today?”

Your first priority when class begins is not to take attendance.

It is to get students to work.

There are three parts to an agenda. Each of these parts is important and will help maximize students’ on-task time.

1. Schedule
2. Opening assignment
3. Learning objective

Students thrive in organized environments with routines and consistency. A daily agenda lists the day’s subjects and activities in chronological order. Posting the daily agenda allows the teacher and students to refer to it throughout the day. This will help keep the teacher and students on task, while facilitating transitions from one activity to the next.

If there is no posted agenda, schedule or program, students will enter the classroom and wander around aimlessly until the teacher announces, “The bell has rung. It is time to sit down and be quiet.” Students quickly learn that all the teacher wants them to do is to “sit down and be quiet.” Soon the students will ask, “What are we doing today?”

When creating a daily agenda, you may choose not to include the start and end times for each subject or activity. Otherwise, students will watch the clock and continually remind you it is time to start the next activity. However, there are some instances when posting the times may be helpful. These include special classes or events students must attend at specific times, such as library time, school performances, and general assemblies.

Journaling and silent reading are common opening activities used by teachers to engage the students in learning.
These sample agendas are from different grade levels, but they all have three parts in common: 1) a schedule for the period or day, 2) an opening assignment for students to work on as soon as they enter the classroom, and 3) an objective for the day’s lesson.
Modify your agenda with the date, period, class, or whatever else the students need for understanding what will be happening during their time with you.

Students can assist and be a part of the agenda routine. In elementary schools, at the end of the day the student with the classroom job of “board monitor” wipes the day’s agenda off the board.

After the students leave, refer to the next day’s lesson plans and post the next day’s agenda.

In a high school classroom, the “white board technician” can replace the agenda on the existing white board template.

**THE PROCEDURE STEPS**

Post a daily agenda on the first day of school and each day thereafter. Designate a consistent classroom location for posting the agenda for the day or class period and post it consistently in the same location each day. Teach students to check the designated location for the agenda the minute they enter the classroom.

**TEACH**

Show the students samples of meeting agendas, graduation programs, theater playbills, or anything that illustrates a sequence of events. Use these samples to explain there will be a similar agenda posted in the classroom each day so students know what to expect.

Show the students how to read the agenda. Tell them to glance at the schedule first, look at what learning is going to take place with each objective, and then begin the opening assignment.

Tell students that the day’s schedule and lesson objective will be explained in detail after the opening assignment is completed. **The students’ first activity each day in the classroom will always be to complete the opening assignment.**

When it is time to explain the agenda, read each subject area or activity in the order that it will occur during the day. Highlight any special or unusual events so students know to expect something new.

**I Would Know What to Expect**

A staff meeting was held for a student who was being expelled because he had been in trouble all year. The principal turned to the student and asked, “What could we as teachers have done to make your year here a success? We feel we have failed because you have failed. What could we have done differently?”

The student looked at the teachers and said, “If you had all been like Mrs. Butler, I think I could have made it.

“I know everyone thinks she is strict, but I never got into trouble in her class. I knew exactly what to do from the minute I entered her room. She always starts with a daily quiz. There is a schedule, and she makes it very clear that we are to get right down to business—just like at my part-time job. **If all my classes were organized in the same way, I’d always have known what was expected.**”
**REHEARSE**

Assemble students at the door to practice entering the classroom. Instruct students to begin their start of class routine. In all probability, the routine will say to look for the agenda. Regardless, check the agenda and pay attention to the schedule, objective, and opening assignment.

Emphasize that the agenda will be posted before they enter the classroom and inform them that it will be in the same location each day. Remind students that there is no need to ask, “What are we doing next?” Students can simply refer to the agenda.

Ask students to look at the agenda and then to start on the opening assignment. Check that students are doing the opening assignment.

**Agendas Are a Part of Life**

Why is an agenda posted in the classroom each day? If students ask this question, explain that agendas with schedules, opening assignments, and objectives play a crucial part in our daily lives—whether or not we are conscious of them.

**Agendas:** Meetings have agendas; sporting events have agendas.

**Schedules:** Airports have estimated flight arrival and departure times displayed on monitors; television programs are scheduled in regular time slots; movie theatres list the show times of movies; and doctors have scheduled appointments.

**Opening Assignments:** Employees start working the moment they arrive at their workplace; actors start working when the curtain goes up; and every musician plays when the conductor gives the downbeat.

**Objective:** In a court of law, the purpose of the case being tried is stated at the beginning of the trial; before boarding an airplane the flight’s destination is always clearly stated.

**REINFORCE**

Refer to the agenda and lesson objective during the period or throughout the day.

In the first week of school, draw students’ attention to the agenda just before signaling a transition from one activity to the next. This reinforces that the classroom is being run on an agenda, and that there are no surprises in the classroom—only consistency and routines.

Point out that even if the teacher is absent, students will be able to explain to the substitute teacher what needs to be done. They do this by referring to the day’s posted agenda.
There Is Only One Start to the Day and Year

In tennis, you are allowed two serves for each point. If your first serve is less than perfect, you are allowed one more serve to make it right.

In track and field, if you come out of the starting blocks before the race begins, a false-start alert is sounded and the runners return to their starting blocks to start all over again.

In teaching, however, you get only one shot at the first day of school. What you do on the first day of school will determine your success or failure for the rest of the school year. **Knowing how to structure a successful first day of school will set the stage for an effective classroom and a successful school year.**

Similarly, how students start the day or class period will determine how effective the remainder of the day will be. **Knowing how to structure a successful start to each day of the school year will set the tone for a productive work day—every day.**

From the second students walk into the room, they have a morning routine to accomplish. They unpack their bags, turn in homework, sign up for lunch, turn in Teacher Mail, sharpen their pencils, and get straight to reading.

“From the moment students walk through the door, they know I expect results. More importantly, they know what results I want because I have left nothing to chance. They have been taught how to work towards my expectations,” says Shannon.

A typical day could begin with a math bellwork assignment. Students who finish early can work on a challenge problem. There is no wasted time in Shannon’s classroom.

Shannon has created procedures that allow her classroom to run efficiently, free from chaos, and give her the freedom to produce results.

**This routine is consistent every single day.**

“Every moment counts,” says Shannon, “so every moment is defined by a procedure.”

In addition to having time to produce results for her students, Shannon has time to host a website at [www.primary-education-oasis.com](http://www.primary-education-oasis.com) where she shares insights from her more than 20 years in the classroom.
The Death of a Student*

Dealing with the death of a classmate can be traumatic for the entire class. Students react in unexpected ways. Being flexible and understanding will create a caring atmosphere in the classroom.

When a tragedy occurs, you must give the students and yourself time to grieve. Adjust lesson plans, give students time to mourn, and be sensitive to the needs of students during this difficult time. Your manner will comfort and support students while they undergo the loss of their classmate.

This procedure provides these opportunities:

1. Dealing with the loss
2. Returning to the regular classroom routine

*This procedure is not taught to students with the three-step approach. It is a teacher procedure with steps shared to show you how to do it.
THE BACKGROUND

A popular student passes away, and the school is in mourning. Students gather in the hallways, talk in hushed whispers, cry, and hug; there are more than a few red eyes in class. It’s hard to teach because the students are distraught and distracted, maybe even angry. You cannot help but be affected. By being prepared for the unexpected, you will help the class return to the consistency they need to get them back to normalcy.

THE PROCEDURE STEPS

When a student passes away, some students may learn of it before coming to school, but others will only learn of it at school. The routines you expect in the classroom will be interrupted. Your actions will help the students comprehend the loss and come to terms with it over time.

1. Be flexible.
   When the death of a student is announced, be flexible with the curriculum plans:
   - If a test is scheduled, postpone the test.
   - Allow students to read quietly.
   - Lead a class discussion so students can talk and express their feelings.
   - Ask a school counselor to speak to the class.
   - Allow students to go to the counselor’s office as needed.

2. Let students talk.
   Give students class time to share their emotions and reflect upon past events connected to the deceased student.
   Some schools set up a location as an emergency crisis center, so students can gather under the guidance of school counselors. Encourage students who are openly distraught to go to the crisis center.

Take the time to go to the crisis center during your planning or lunch period. Sit with students and talk to them. Students need to know you care about their grief.

3. Give students time to grieve.
   Students need time to grieve the death of a student; however, this grieving period should not be indefinite.
   Don’t pretend the student was never in the class. Leave the desk of the deceased student in the room. Do not move the desk or rearrange the room until after the student’s funeral.

   Time Alone

   Some students may find it extremely difficult to return to the classroom they once shared with the deceased student.

   Be an understanding teacher. Allow the student to miss class and sit in the counselor’s office the first few days, but then encourage the student to come to the classroom during your planning period when no other students are in the room.

   The student may need time in the room with just the teacher and the counselor, or even time alone before joining the regular class. Allow the student to sit in their deceased friend’s desk if needed. With time, and with the teacher’s help and support, the student should be able to readjust to the classroom.

   Judy Akins  •  Fort Smith, Arkansas
   Counseling Department Head, Southside High School

   The desk should not become a shrine, but students need time to recognize that the student is no longer there and will not be returning to class. Encourage students to bring a flower or write a note to the family.

   Give students time to grieve, but also provide students with as much structure as possible. Routine classroom
procedures must still be maintained. Not all students will be emotionally affected in the same way, so everyone’s needs should be taken into consideration while moving forward. Return to the regular classroom routine as soon as possible.

4. Be observant.
As time passes and the class settles back into the regular routine, watch for students whose grades suddenly drop, become lethargic, or who begin to exhibit sudden flashes of anger. These students may need extra counseling to help them cope with the loss.

5. Be sensitive.
Although the death of a popular student often touches the entire student body, the passing of a quiet, unknown student should be treated as significantly as that of a well-known student.

Be aware that some students who are disconnected from the deceased may experience trauma and show signs of grief because they relate the death to a past or present illness in their own family.

Be sensitive to cultural differences. Some cultures quietly grieve the loss of a loved one, while others openly display distress. Understand and respect cultural differences and be sensitive to the family’s spiritual beliefs. Don’t expect all students to grieve in the same way.

6. Take care of yourself.
The loss of a student can be traumatic for you, too. Allow students to see your sadness—it will help students acknowledge their own emotions.

Time is needed to grieve and deal with the loss of a student. The school counselor and fellow teachers can help provide support through this difficult time.

7. Achieve closure.
When normalcy begins to return to the class, prepare the deceased student’s file. Give the file to the counselor to include with possessions from the student’s locker—for the family.

Attend the funeral if possible. This can be difficult, but students need the support of caring teachers, and parents appreciate the presence of the child’s teacher.

It is more than a gesture; it is an act of caring they will never forget. Sign the guest book as the deceased student’s teacher and indicate the subject taught. For instance, write “Mrs. Jones, John’s Sophomore English Teacher.”

The respect shown by the teacher is encouraging to the student’s family and helps bring closure.

8. Return to the normal classroom routine.
The first day in class without the deceased student will be very difficult. Students will talk, cry, grieve, and seek the comfort of friends. Crucially, they will depend on the teacher to help the class return to normal.

The second day after the death of a student should consist of an appropriate level of normalcy.

Return to the regular schedule the day after the funeral. Before the students come to class, remove the deceased student’s desk from the classroom and start with a new desk arrangement, if only for a short time. Create a new seating chart.

Review with students any routines that may need reinforcing.

Be sensitive to material selected for instruction, such that it doesn’t contain reminders of the recent tragedy.

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### Crisis Signs

These are symptoms anyone could display when going through a crisis. Be aware, so you can respond accordingly.

- Prolonged sadness
- Sudden behavior problems
- Eating problems
- Sleeping problems
- Scared reactions to alarms
- Frightened response to loud noise
- Panic
- Withdrawal
- Clinging behavior
- Stomach aches, headaches
- Age regression
- Sullen
- Disconnection from school
In Tears the Class Proceeded

Bill Acuff, the principal of a junior high school in Texas, led his staff through the loss of a much-loved student who was working extremely hard to change his life for the better. On a Saturday evening bicycle ride, he would never make it home.

We had an eighth-grade student who was truly turning his life around. He learned that one of his teacher’s son was having a birthday party, so he walked for eight miles to arrive early to attend and help. That was the character of this boy.

He received a bicycle one Saturday morning and proceeded to ride it to our annual Rice Festival. On the way home that evening, he was hit by a car, thrown into a ditch, and died.

On Sunday evening I called the staff to alert them of the situation, and I proceeded to follow the boy’s schedule on Monday.

When I saw his English teacher, she was standing at the door in tears. She had her assignment posted; the students picked up their notebooks and got to work. The class proceeded with everyone on task.

Because the school had procedures and routines, the students and teachers made it through the day.

The teacher later acknowledged, “I guess there’s more to be said about routines than I thought. They helped us all make it through a very difficult day.”
Kara Moore, a middle school social studies teacher in Coal Grove, Ohio, uses a plan to help her remember all of the important things she needs to share with her students on the first day of school.

Overview Reminders
- Get to school early and make sure everything is in place (room decorated and desks arranged to create a warm, positive, and welcoming environment)
- Greet students at the door
  1. Distribute yellow index cards with locker combinations
  2. Have a colored Post-It note ready with a number on it
  3. Tell students to match their colored Post-It note with the matching Post-It note on their desks
  4. Tell students to quickly find their seats (be firm)
- Pass out school handbook and school folders
- Pass out syllabus, guidelines, and student/parent contract (go over each item with them)

Welcome Speech
Welcome, Class! My name is Ms. Moore, and I will be your Social Studies teacher this year! I hope everyone had a wonderful summer and is ready for an exciting, new school year. This is going to be a challenging, yet rewarding, journey together. I know without a doubt, if you work hard and do your best in this class, you will be successful.

Classroom Procedures
- Entering the Classroom
  - Please enter quietly
  - Have a seat
  - Take out your materials
  - Review the agenda board
  - Begin on bell ringers
- When You Are Tardy
  - Enter quietly
  - Excused: Place “excuse” on my desk
- Getting Your Attention: I will . . .
  - Stand in front of the class
  - Raise my hand
  - Wait for everyone to be quiet
- Student Responsibility Card “Pink-Slip”
  If you are not prepared for class, you must fill out this slip, sign it, and date it. Place it in the homework basket. This slip will be shared with the principal and your parent or guardian. REMEMBER—they will see this documentation.
- What to Do If You Finish Your Work Early or What Do I Do Next?
  - Work on unfinished assignments
  - Review your notes or vocabulary
  - Read a history book from the shelf
“EXCUSED” Absences
- Check the notebook board
- Write down everything that you do not have in your notebook
- Go to the handout folders and get the work that you have missed
- Unexcused absences will not be allowed make up work

Turning in Papers
- At the beginning of each class, place your homework in the center of the table
- One student will collect everyone’s homework

Classroom Discussions
- Please participate
- I want to hear what you have to say
- Make all questions and comments relevant to the current discussion
- If your question is off topic, write it down and ask later

Moving Around the Classroom
- Ask permission

Be Organized
- Staying organized is key for success
- Keep your binder organized

No Cell Phones!
- Cell phones not allowed in classroom
- Phones confiscated and sent to the principal’s office for pick up

Class Dismissal
- The teacher dismisses, not the bell
- Do not start packing up prior to the bell
- Wait until the teacher finishes and officially dismisses with, “Have a nice day!”

Parent’s Task
- Remind students to take home packet with contract
- Remind students to sign contact

Remind students to have parent or guardian sign contract and return

Read signature parts to students:

For Parents— I understand that my child has received the packet for 8th Grade Social Studies. I understand that the packet contains information listing the materials needed, classroom procedures, classroom guidelines, and student behavior expectations.

I have read and reviewed this information with my son/daughter. (get signature)

For Students— I have received and shared the packet for 8th Grade Social Studies with my parent or guardian. I understand that the packet contains information listing the materials needed, classroom procedures, classroom guidelines, and student behavior expectations.

It is my responsibility to review this information with my parent or guardian. (get signature)

Classroom Orientation
- Show students their lockers
- Have students take the yellow index card given to them when they entered the classroom, find their locker, and use the given combination to get into their locker
- Tour around the room
- The basket—each class period has its own colored basket. This is where your name cards will be placed and where you will turn in papers.
- The cards—they allow me to take attendance in a quick and simple way.
- The board—every day when you walk in the classroom, look at the board and begin on the board work.
- The bell—you need to be in your seat before the bell rings, working on your bell work.
- The Student Station—this is an area where students can get pencils, use the stapler, hole punch, and other supplies. There are also two marker boards:
1. One board will always have the day’s agenda and objective, so look at the board every day.

2. The second marker board will always have a list of what should be in your notebook. If you ever miss class, do not ask me what you missed. Look at the board, see if there is something you do not have, and then get that paper or assignment out of the black tray. All papers, assignments, and other handouts will always be put in the black trays.

   □ The Green Board is something special for the class. This is OUR classroom. Bring in pictures, poems, magazines articles, anything you want to share, to put on the board.

**Introductions**

- Introduce myself (more personal)

  *My name is Kara Moore. I will be your 8th grade social studies teacher this year. I graduated from Ohio University with my teaching degree, and I am also a graduate of this high school. I actually had 8th grade social studies in this very same classroom.*

Even though it is my first year teaching here at Coal Grove, it is not my first year teaching. I taught 8th grade social studies at South Point Middle School last year. I am the assistant high school cheerleading coach and the middle school yearbook advisor. I have 3 sisters and a beautiful baby niece.

*This is going to be a fun year, if you let it be. I have tons of interactive lesson plans and group activities. I have lesson plans where we will be building events that took place during the Civil War, using clay and other craft materials.*

*There is so much I have planned for you, but you have to be willing to be mature enough to handle these activities and follow directions. There is not a doubt in my mind that you can do that.*

- Get to know the students

  *OK class, I want to get to know you. When I point to you, please stand up and tell me your name, something about yourself, and if you could have a super-hero power, what would it be and why?*

- Right before the bell rings, remind them that the bell does not dismiss them. I do.

- Tell them, Remember ... I truly believe in your potential. I want you to believe in it, too!

**Organization Leads to Success**

I feel very strongly in setting up a highly-organized and effective learning environment for students. With a well-thought-through classroom, I can foster students’ independence and responsibility in their own learning.

I have taught kindergarten, first, and fifth grades and structure my first day of school differently for each grade level. Regardless, one thing always remains the same—set clear expectations for the students. Tell them your goals and objectives. If nothing is a surprise, they will always know what to do, what you expect from them, and what they can expect from their day.

*I believe in taking time ‘up front’ to set and maintain good expectations and routines for students. This ‘up front’ time will pay back as the year progresses. The students are soon able to successfully use the time in our school day for academic and social growth; no wasted time.*
THE Classroom Management Book is a solutions book.

It shows how to create a safe and positive environment for student learning and achievement to take place.

- 50 procedures that can be applied, changed, adapted, and incorporated into any classroom management plan
- 6 plans used by practicing teachers showing you how they get prepared for their first days of school
- 40 QR Codes to take learning beyond the printed page

The information is useful

- for any teacher,
- in any school setting, and
- at any grade level.

This book will transform your classroom into one that hums with learning because everyone knows what to do.

Classroom procedures saved my life.

Heather Chambers Sansom  ■  Denton, Texas