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My Classroom Management Plan: The First Two Weeks of School

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MY CLASSROOM MANAGEMENT PLAN: THE FIRST TWO WEEKS OF SCHOOL

HANNAH BURKHART

HONORS PROJECT

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at Bowling Green State University in partial
fulfillment of the requirements for graduation with

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Table of Contents

- I. Introduction – p. 4
- II. Research – p. 6
- III. My Classroom Guidelines – p. 14
- IV. My Personal Classroom Management Plan – p. 17
 - A. Absence Procedure
 - B. Addressing Off Task Behavior
 - C. Arrival Procedure
 - D. Cell Phone Resort
 - E. Checking a Book out of Classroom Library
 - F. Classroom Phone Ringing
 - G. Dismissal Procedure
 - H. Emergencies
 - I. Finishing Work Early
 - J. Getting the Class' Attention
 - K. Getting the Teacher's Attention
 - L. Guest Teacher
 - M. Heading a Paper
 - N. Homework and Missing Homework Procedure
 - O. Notes from Home
 - P. Organizing Your Learning Tools
 - Q. Passing in Papers
 - R. Profanity
 - S. Requesting a Conference
 - T. Restroom Procedure
 - U. Tardy Procedure
 - V. Transitions in the Classroom
 - W. Turning in Late Work
 - X. Types of Bell Work – Daily Oral Language
 - Y. Types of Bell Work – Journal
 - Z. Types of Bell Work – Vocabulary

- AA. Visitor in the Room/Teacher Steps Out
- BB. Working in Groups/Cooperatively
- CC. Writing in Planner
- V. First Day of School Script – p. 47
- VI. Layout of First Two Weeks of School – p. 51
- VII. Description of Teaching Component of Project – p. 55
- VIII. Sketch of Classroom Layout – p. 58
- IX. References – p. 60

Appendixes

- A. PowerPoint for the First Day of School
- B. Guideline Infraction Notice
- C. Action Plan
- D. Classroom Phone Ringing Script
- E. Student Responsibility Card
- F. Guideline Form for Parents

I. Introduction

I'll come right out and say it—classroom management was not my passion. I did not go into education saying, “Man, I just can’t wait to manage my own classroom! To learn strategies to help students stay on task, listen, follow directions, and be respectful!” I, like many teachers, was excited by the content, by its applicability to the students’ lives, to the places English education could take my students. But in student teaching, I realized...

The students will never learn the content, they’ll never see the relevance, and they’ll never be able to apply English to their lives if they cannot hear you teaching, if they are not paying attention, or if the room is in chaos.

I’ve been told many times that “the best classroom management plan is to have engaging lessons.”

And while there is something to be said for having engaging lessons, the best classroom management plan is to have a plan.

In the words of Harry Wong, “Football coaches prepare their first 10 to 20 plays. Theater directors have a list of cues. Airplane pilots have flight plans. Wedding coordinators have a time schedule.” So why don’t teachers have a plan? They must have a plan to be successful!

So once that classroom management plan is in place, yes! a teacher can be creative, have engaging lessons, and change the world with content and its relevance to student lives. A classroom management plan is not binding; it is freeing. It allows a teacher to accomplish what she or he wants to accomplish in his or her classroom.

So yes, classroom management isn’t why I came into education.

But without it, I can’t accomplish my goals as an educator. I *must* have a plan. What follows in this Honors Project is mine.

II. Research

Classroom management is a unique and demanding puzzle that combines both pragmatics and research theory. The challenge for any classroom teacher is to develop a practical, realistic classroom management plan that functionally serves to structure the learning environment for students' day to day lives—a plan that also foresees and manages the numerous minute tasks that need to be addressed every day. However, a classroom management plan that is not grounded in clear theoretical principles of how children learn may be whimsical, or built haphazardly on trial and error approaches. My plan is largely inspired by the research and work of Harry and Rosemary Wong who provide immediately practical tips and resources for teachers who are looking for specific guidance when looking to enhance their classroom management abilities. However, it is important to understand the research and theory that grounds and supports practical classroom management models such as the Wongs' pragmatic approach.

One theorist whose work obviously informs the work of Harry Wong is B. F. Skinner and his Behavior Modification theory. Skinner was born in 1904 and died in 1990 as one of the most prominent behaviorists of our time (Edwards, 1997). Much of his work was done at Harvard University, where he worked extensively with animals, although he may be best known for his studies of human babies being raised in air cribs where their environment could be controlled. This research informed Skinner's main beliefs that human beings are essentially responders to external stimuli (as cited in Edwards, 1997). His research led him to the belief that people are regulated by environmental influences that satisfy basic needs. These studies of psychology and human behavior caused him to formulate reinforcement strategies that could be used by teachers in the classroom. Thus, in the school setting, he believed that for students to behave appropriately, they must receive guidance from their

teachers. Skinner believed that students cannot learn to be responsibly self-governing; they must be managed by someone who can arrange reinforcers appropriately (as cited in Edwards, 1997). Lastly, his findings led him to believe that if the behavior of humans is not managed, we can expect an increase in discipline problems, crime, poverty, war, and other social ills (Edwards, 1997).

Wong's approach is clearly based on the research of Skinner; Skinner and Wong agree that by arranging a student's environment around him or her, the teacher can modify or control student behavior. It is worthwhile to look at each tenet of Skinner's behaviorism and see how it applied to Wong. Skinner's assumption: "Human beings are essentially responders to external stimuli. They are regulated by environmental influences that satisfy basic needs" (Edwards, 1997, p. 45). Wong's response: Since human beings respond to external stimuli, teachers must arrange the external stimuli in a regulated and organized way to meet needs; Wong does this by his use of procedures in the classroom. Skinner's next two assumptions are related: "For students to behave appropriately, they must receive guidance from their teachers" and "Students cannot learn to be responsibly self-governing. They must be managed by someone who can arrange reinforcers appropriately" (Edwards, 1997, p. 45). Wong certainly subscribes to this idea, which is why he spends so much time focusing on telling students *what to do*. Wong writes, "Students must know from the very beginning what they are expected to DO in a classroom work environment" (Wong & Wong, 2000, p. 170). He also says,

"Procedures are the foundation that set the class up for achievement. Student achievement at the end of the school year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first

week of the school year. When a class is managed with procedures and the students know these procedures, they will more willingly do whatever you want them to do.”

(Wong & Wong, 2000)

His belief that procedures help students do what the teacher wants them to do is directly related to the theory that supports receiving guidance from teachers and the theory that teachers must arrange reinforcers around students in their environments.

The last main tenet of Skinner is that “If the behavior is not managed, we can expect an increase in discipline problems, crime, poverty, war, and other social ills” (Edwards, 1997, p. 45). In many senses, Wong agrees. Wong thinks that teachers must first manage their classroom environment with procedures. In his words, “The solution to behavior problems is right under our noses. It’s not INTERVENTION; it’s PREVENTION” (Wong & Wong, 2013). Wong focuses first on Skinner’s behavior modification of arranging an environment to prevent behavior issues before they begin. In his eyes, he is not intervening, or managing behavior, but preventing it from occurring. In this way, he believes most behavior problems can be curtailed. But if behavior problems do continue, the rules of the classroom that have positive and negative consequences come into play; without them, an increase in discipline problems is sure to follow.

In lieu of this, Edwards (1997) reminds his readers that “If adults fail to properly reinforce desirable behavior, various rewarding factors in the environment may inadvertently influence children to behave in undesirable ways” (p. 48). This idea, still based on Skinner, is also present in Wong’s research. Wong carefully sets up his classroom environment with things such as procedures to reinforce desirable behaviors instead of letting students become influenced by each other and the lack of structure. Wong argues

that each procedure that is taught must also be rehearsed and reinforced until it becomes routine. Reinforcing the positive fulfillment of a procedure or behavior is precisely what Skinner advocated for in his research, so it is easy to see how Wong's work is an outgrowth of Skinner's theory.

Another theorist and theory that Wong draws his approach from is Lee and Marlene Canter and their Assertive Discipline model. Some of the tenets of this approach are as follows. They believe teachers have:

- 1) The right to establish a classroom structure and routine that provides the optimal learning environment in light of your strengths and weaknesses
- 2) The right to determine and request appropriate behavior from the students which meet your needs and encourage the positive social and educational development of the child
- 3) The right to ask for the help from parents, the principal, etc. when you need assistance with a child (Queen, 1997)

Importantly, the Canters insist that teachers should not make a demand without being certain that they will carry out the consequences they have promised in the event that the student does not meet the demand. The Canters also believe in presenting demands as choices between desirable behavior and undesirable behavior. In other words, "They give firm, clear, concise directions to students who are in need of outside guidance to help them behave appropriately. Students who comply are reinforced, whereas those who disobey rules and directions receive negative consequences" (McIntyre, 2014). The Canters believe that students will experience the most personal and psychological safety in classrooms with teachers who are highly competent in directing behavior.

Parts of the Canters' research is reflected in Wong. He certainly bases his books and research on the idea that teachers have the right to establish a classroom structure and routines. He is also compliant with the entire idea of "assertive discipline"—being assertive and proactive, not reactive and caught off guard. The correlation between the two approaches here can be seen when Wong encourages his readers to practice their tone for dismissing the class in the mirror. He writes, "Stay calm, smile, and be assertive—even when faced with loud sighs and eye-rolling expressions" (Wong & Wong, 2014, p. 85). He also says, "Do not scold, yell, or demean. And do not use meaningless phrases or questions like 'Listen to me' or 'What did I say about the dismissal procedure?' You do not want a discussion, an argument, or a response. You want all students at their desks. Calmly, but in a voice of authority, tell the students who began to leave to return to their desks" (Wong & Wong, 2009, p. 179). This calm but assertive approach is closely linked with Canter's research. Having a teacher who believes that a firm, teacher in-charge classroom is in the best interest of students is a tenet of the Canters' research, and it is clearly at the basis of Harry Wong's approach as well. Lastly, the idea of having few rules for students that have both positive and negative consequences is found in the Canters' research, and Wong is a firm believer in having a few rules alongside the many procedures for classroom tasks. Wong's full research on Discipline Plans can be found in *The First Days of School* in the chapter "How to Have an Effective Discipline Plan."

Wong's approach works in the classroom because it is grounded in the well-researched theories of behavioral psychologists who have paved the way before him. The benefit of Wong's approach is the accessibility of it for students, the ease of its use, and the directness of its delivery. Wong presents his ideas in a practical light, which is immediately

useful for pre-service teachers (and all teachers) as they are looking for ways to instantly apply techniques to their classroom. In other classroom management books, one can read tips like, "Slowdowns and disruptions can be caused by the inefficient distribution of learning materials. To avoid such aggravation, the materials should be strategically located so their distribution creates as few problems as possible." While this is true, and something every teacher has probably experienced in his or her lifetime, reading this section may leave readers wondering, yes, but how? It is nice to be reminded that passing papers is something to consider as a teacher, but when it comes down to it, teachers need to know that passing papers across rows instead of up them will save much time and headache in the classroom (something Harry Wong discusses in *The Classroom Management Book* page 145 and *The First Days of School* page 198).

Wong's approach is backed by theory and research, and it is just what I needed to give me a sense of direction in developing my own classroom management plan. I knew before I got in my own classroom I would need to think through these specific steps for students to follow for each task or situation in my classroom if I wanted to be an effective teacher. After the education I have received here at Bowling Green State University, after my personal research into literature across the board, after looking at theories, theorists, procedures, and plans, I have developed my own classroom management plan. I have envisioned my classroom, its layout and how it operates. I have developed my classroom rules/guidelines and procedures. I have attempted to develop a procedure for every task in the classroom. I have made my PowerPoint that I will show students on the very first day of school as I begin to teach them about procedures and my students' roles in the classroom. My hope is that the work that I am doing will not only aid me as a teacher in the future, but

will also be used as a model for future teachers to use as they progress through this education program at Bowling Green State University that is so dear to me. We are one of the best teacher preparatory schools in the country, and I want us to be sending out the best prepared and capable teachers we can, and this classroom management piece is a huge step in that direction. With 50% of teachers leaving education within their first 5 years, and the number one reason teachers are leaving education being classroom management issues, we now have an epidemic. This epidemic can truly be stopped (my hope is in the very least in this part of the world) as pre-service teachers learn the value of developing procedures for every task *before* going into their future classroom with students who will look to them for what to do. The research and theory support the Wong approach, which I have adapted, modified, drawn from, and the results are what follows here.

III. My Classroom Guidelines

Explanation: Guidelines are different than procedures in that they are the rules for the classroom that *do* have rewards and consequences, whereas procedures are simply the steps for doing a task and *do not* have rewards or consequences. It is, however, important to have rules in the classroom for students to adhere to. These rules help provide structure to the classroom. My project is mainly focused on developing the procedures for the different tasks in a classroom, but no classroom management plan is complete without also outlining the rules by which a classroom will be governed. Those rules, and their related rewards and consequences, are as follows:

My Classroom Guidelines

- 1) Be respectful of the people in this room (including yourself).
- 2) Follow directions the first time they are given—hold questions until directions are completed.
- 3) Bring all materials to class.
- 4) Follow the procedures and rules in the school handbook.

Special clauses: No whining or “I can’t” zone, and no derogatory language.

Positive, academic language is spoken here.

Breaking Guidelines

- 1) Guideline infraction notice (I will hand out yellow guideline infraction notice [example in Appendix B] and student will see me after class)
- 2) Action plan filled out with parent signature [example Action Plan in Appendix C]
- 3) 30 minute detention after school on Friday
- 4) Disciplinary referral to the office

Severe clause: Any student who fights or damages school or personal property will be sent immediately to the office.

Rewards

- praise (daily)
- positive notes home (random)
- homework coupon/flimsy excuse (once a month)
- Food day (as a class, twice a 9 weeks)
- VIP Time with Teacher
- Various other positive perks (throughout the year)
- The joy of learning (every day!)

IV. My Personal Classroom Management Plan

Absence Procedure

The absence procedure is a buddy system, with roles for the buddy, the absent student, and me, the teacher. Buddies are assigned by the teacher during the teaching of this procedure.

Steps for the buddy of the absent student:

- 1) Upon noticing your buddy is absent, go to our filing system and retrieve your buddy's absent folder.
- 2) Date the left, inside of the folder, and fill it with the resources for the day.
- 3) Put the folder in the absent bin at the end of the day.
- 4) Continue this procedure every day until your buddy returns. New resources should go *behind* the resources already in the folder if the buddy is absent for more than one day.

Steps for the absent student:

- 1) Check the class website for any updates, notifications of tests or quizzes, etc.
- 2) Upon your return to school, retrieve your folder from the absent bin.
- 3) Date all assignments in your folder with *the date you must have them in by*. You will have the number of days you were absent to make up the work.
- 4) Check with buddy to see what you missed.
- 5) For any questions your buddy cannot answer, you may see me.
- 6) All work should be turned into the homework tray *in your absence folder*.

Note: Any tests or quizzes for which you did not miss any instruction, you will still take on the assigned date. Otherwise, you will have the number of days you were absent to make up the test. Make-up tests are given in my room before or after school.

Teach: I will start by assigning buddies, and I will have buddies follow along together in looking at the instructions as I give them. These steps seem pretty complicated written out, so I will walk through them slowly and then head straight into the rehearsing step.

Rehearse: To rehearse, I will have part of the class go to the back of the room as “absent.” I will use my discretion as to how many students I can send to the back and still have this activity work. The “absent” students will watch as the buddies follow their steps, and then the absent students will return and follow their steps. We will also go through some scenarios together on the board, such as, “If I was absent Monday and Tuesday, what day would my homework be due? If I was absent on 11/2/14, what day would I date my papers?” This way, I can clear up any misconceptions and we can all be on the same page.

Reinforce: I will reinforce the buddy in the class as soon as we have an absent student, and praise him or her for being a responsible buddy and following the procedure. I will also reinforce people returning from absences, as I deem appropriate.

Addressing Off Task Behavior

This procedure will not be taught preemptively and will only be used in the event that the majority of students are engaging in off task behavior during group work.

While Wong suggests a STOP method for addressing widespread off task behavior, this method provides students *five* opportunities to re-engage with said behavior. I feel that high school students can be held to a higher standard and should be able to adjust to appropriate behavior after being redirected to task one or two times.

Procedure:

If the class has gotten out of hand...

Draw a downward arrow or buzz a taboo buzzer depending on what seems appropriate to gain attention in the situation.

Use this attention getter as an opportunity to calmly redirect student back to task, and to explain to them that if they cannot behave appropriately, then the class will have to stop this activity and move to a different one.

A back-up activity will be planned that will allow for individual, silent work. (Reading choice novel is always a possibility.) Anything not finished as a group will be assigned to take home.

Arrival Procedure

- 1) Greet Miss Burkhart at the door.
- 2) Come into class and grab bellwork binder from crate.
- 3) Put cell phone in Cell Phone Resort (as long as the “No Vacancy” sign isn’t posted)
- 4) Check calendar and record in your planner.
- 5) Do posted bell work [only one of the following will be posted]
 - Daily Oral Language (DOL) (procedure on page 41)
 - Journal (procedure on page 42)
 - Vocabulary (procedure on page 43)
- 6) When finished, look at agenda for today.

Teach: The arrival procedure will happen in real time on the first day of school. I have students getting started right away by drawing their seat assignment, picking up their materials at the door, and heading to their seat to begin working. Then, during the first day PowerPoint, we will go over the actual steps of the procedure so students know the correct arrival procedure for the future.

Rehearse: This procedure will be immediately rehearsed on Day 2. Step 3, putting cell phones in the resort, will be an added step from the first day, and a step that I will be explaining in class on Day 2, since I will be assigning their cell phone slots between the first and second day of class. Because they will receive their assigned cell phone slot on Day 2, the first time this procedure will be fully rehearsed all the way through will be on Day 3.

Reinforce: Reinforcing begins instantly on Day 1, and I will continue to reinforce using praise and redirection for as long as it takes for this procedure to become a routine for my students.

Cell Phone Resort

The cell phone resort will be an over-the-door shoe container with each slot labeled with a number. On days we will be using our phones in class, there will be a sheet down in front of the house that says “No vacancy.”

1) When “rooms” are available, students will place their phone in their designated numbered slot and keep it there for the duration of the period until I dismiss the class.

2) If the “No Vacancy” sign is posted, students may keep their phone and proceed as usual.

Teach: This procedure will be a step to the arrival procedure that will be detailed on Day 2 once I have assigned students their numbered slot for their phone. I will explain the vacancy vs. no vacancy. I will explain that this is not a punitive measure.

Rehearse: Have a few students show how to add this step into the arrival procedures. Have them come in from outside the classroom and follow each step.

Reinforce: After this procedure is taught, on the next day it is practiced I will take special note of students putting their phones in their containers and I will praise them. After bell work is complete on that day, I will go to the Cell Phone Resort and point out what a wonderful job they did filling the slots.

Checking a Book out of Classroom Library

On our bookshelf is a card catalogue of all the books indexed alphabetically by title. To sign a book out of the library:

- 1) Find the notecard with the title of your book.
- 2) Sign and date the card.
- 3) Place the card in the “out” section of the box.
- 4) Return the book within one month of check out.
- 5) Find the card for the book, date it with the return date, and put the card back in its alphabetical spot in the stack.

Any lost book must be replaced, paid for, or another suitable arrangement will be made at my discretion.

Teach: I will go over the above instructions while showing students the box and the cards. I will allow students to preview my books in the library on this day.

Rehearse: I will walk through the steps with students who wish to check out books at the time they approach me.

Reinforce: I will encourage students to come check out books as often as they'd like!

Classroom Phone Ringing

- 1) When the classroom phone rings, lower your voices.
- 2) The student closest to the phone goes to the phone and answers it.
- 3) There is a script by the phone for you to follow. (Script is attached in Appendix D.)

Teach: Explain the steps and the message students are to tell the caller. Explain how you will communicate back to the student about whether or not you will answer the call. Explain that any notes will be written down on the provided notepad.

“Miss Burkhart’s room, student speaking. May I ask who’s calling? “

“Miss Burkhart is coming to talk to you.” OR “Miss Burkhart will call you after class. May I take a message?”

Rehearse: Have a student use his or her cell phone to call the classroom phone. Work together as a class to quiet down and allow the student to answer the phone. Try out several scenarios.

Reinforce: I will praise during the rehearsal, but I will stop and make a comment to the whole class about their performance the first time someone calls the classroom in real time.

Dismissal Procedure

- 1) Wait without packing up until I dismiss the class.
- 2) Pack homework folder, necessary books for homework, and clean the area.
- 3) If necessary, return seats to correct position.
- 4) Take your binder and place it in the correct crate for your period by the door.
- 5) Pick up your cell phone from the cell phone resort.

Teach: First, remind students: The bell does not dismiss you—I dismiss you. I will not make you late, and I will be respectful of your time.

Next, explain my feelings about “the early pack up” and that it’s not something we will be doing in this classroom.

Then, introduce the cue for leaving the classroom. Something like, “I will say, ‘Have a great day!’ or ‘Thank you for a great day!’ to dismiss you.”

After introducing the phrase, procedure through the steps of the procedure listed on the PowerPoint.

Rehearse: The first time this procedure will be rehearsed is in real time. I will return to this slide so that students can have the steps visually in front of them.

Reinforce: It is *imperative* that I reinforce the steps of the procedure from the moment the bell rings. I’m sure many students will begin to move as soon as they hear the bell. I will calmly ask those students to wait until I dismiss them, and then dismiss the class as a whole.

Emergencies

My procedure of school-wide emergencies will vary based on my school and based on the emergency. I will have escape routes posted for all types of emergencies in my classroom and will talk through and walk through these procedures with my students. I will also instruct them on how to stand when leaving in an emergency so that I can quickly make sure all my students are present. Ultimately, there are no current specifics for my plan, but I am aware of this lack of specifics and will address that when I enter my school and plan from there. I will have a plan for fire, tornadoes, active shooters, and other emergencies. I will be very clear and specific with my students about how things need to be done and why they need to be done in that way.

Finishing Work Early

Options:

- Start working on tonight's homework.
- Work on unfinished English assignments.
- Read your choice novel.
- Review vocabulary words.
- Write a bonus journal.

Teach: I will go through the options with students and direct them to the poster in the classroom that details these options.

Rehearse: I will be setting aside time to rehearse this procedure in Week 2.

Reinforce: I will praise students whom I see doing this correctly when work is finished. I will redirect students who have finished work early and are not engaging in one of the available activities.

Getting the Class' Attention

Attention signal: I will silently raise my three fingers in the air.

Indicates that students:

- 1) Immediately stop what they are doing.
- 2) Look at the teacher.
- 3) Listen for instruction.

Teach: Explain the steps of the signal and what it means/what students are to do when they see it. Explain, "Sometimes, we will be doing an activity, and I will need to get your attention to give you important instructions. In times like those, I will use this signal to get your attention."

Explain the accompanying sound signal. "Sometimes we may be doing activities spread throughout the room where you all may not be able to see me. In that case, I may use this sound." (Play sound.)

Rehearse: To rehearse, I will have students begin to get to know their neighbor for two minutes. They can talk about whatever they'd like to. At the end of the time, I will calmly raise my signal and wait for students to respond.

Reinforce: I will give positive feedback when they do it correctly. I will be consistent with giving positive feedback continually until it becomes routine.

Getting the Teacher's Attention

For individual and group work, we will use red, yellow, and green cups.

Red=I am stuck, need help, and can't go on without help.

Yellow=I have a question but can continue working without an immediate answer.

Green=No questions or concerns.

In group work, red and yellow cups may only be used after the group has reached a consensus about a question they would like to ask that no one in their group has an answer to.

Other noteworthy situations outside of the above context:

One finger – I have something to say or ask.

Two finger – I have a question/concern not related to the conversation at hand.

Hold pencil in the air – I need to sharpen my pencil.

Hold R (sign language) in the air – I need to use the restroom.

I will respond with the okay symbol or the wait symbol.

Teach: I will use the poster in the classroom to go over these steps and show what each symbol looks like.

Rehearse: I will say to the students, "You all have to sharpen your pencil...what do you do?!" Etc. And we'll make a game of it.

Reinforce: I will reinforce throughout the year as students do these procedures correctly.

Guest Teacher

When I am away and we have a guest teacher in the room...

- 1) Pull out name cards and put them on desk.
- 2) Students will proceed with bell work as usual.
- 3) Student whose buddy is absent will inform the guest teacher that his or her buddy is absent during bell work.
- 4) After bell work, a student (on a rotating basis) will inform the guest teacher of what we have been doing in class. The guest teacher expects this, so he or she will leave time for it in the lesson.
- 5) Class will proceed as usual, with the utmost respect being held for the guest teacher. Students will work together to hold each other accountable to this step.
- 6) The class will inform the guest teacher when there are three minutes left before the bell rings.

Teach: I will begin with an overarching explanation: Guest teachers should be treated as guests in our classroom. They are helping us continue learning and growing together when I am away, and they should be respected for the time they are investing in you as students. It is our collective responsibility to get guest teachers “caught up to speed” and on the same page with where we are in class so that he or she can help us move forward. I will then go through the above steps.

Rehearse: We will rehearse this procedure a day or two before a scheduled absence of mine when I know a guest teacher will be coming to class. We will make sure that we all understand our individual and collective roles in the procedure.

Reinforce: I will use the guest teacher’s notes on how the classes went to guide and inform my reinforcement.

Heading a Paper Procedure

- 1) Student Name
- 2) Miss Burkhart
- 3) Class name: Period # (Junior Literature: Period 3)
- 4) Date = month, date, year (November 12, 2014)

Teach: I will teach the steps for heading a paper using my poster as a guide.

Rehearse: I will have students head a blank sheet of paper, and this paper is what they will use when learning the passing papers procedure.

Reinforce: I will collect the papers and write feedback on each.

Homework (Missing Assignment Slip/Student Responsibility Card) Procedure

Homework is due on the day it is assigned. Homework should be kept at the desk of the students until it is time to pass it in (unless otherwise specified).

In the event that homework is not done:

Missing Assignment Slip (known as Student Responsibility Card):

Fill out a Student Responsibility Card (example in Appendix E) for students who do not have the assigned homework.

- 1) Fill it out.
- 2) Sign and date it.
- 3) Turn it in with the homework papers that everyone else passes in.

You *must* turn in a Student Responsibility card. With the student responsibility card, your grade earned will be whatever it is worth, minus one letter grade per day late. (Grade earned $\times .9$ = one day late)

Without one, your earned grade will be averaged with the zero you received for not turning in your homework.

Teach: I will explain the steps, have a visual on the screen, and have students follow along with their copies at their desks.

Rehearse: They will fill out a card at their desk.

Reinforce: I will reinforce what they are doing at their desks. I do not want to draw attention to students who have missing homework during real time.

Notes from Home

There is a special box near my desk labeled “Notes from Home.” This box is for notes/questions/concerns from your parents/guardians, notes informing me that you will be missing class for some reason, and other important notes needing quick response. This box is *not* for homework, requests for a conference, or tardy slips. When placing a note in the box, students should raise the attached flag to notify me that there is a note that needs my attention.

Teach: I will go through the above explanation with students, show them the location of the box, and show them the flag.

Rehearse: We will practice sorting notes. I will give each student (or several students) a note card with a paperwork item on it (homework, late work, dentist appointment note, letter from mom, etc.) and each student will tell me where in the room it should be turned in. The rest of the class will either agree or disagree with the student.

Reinforce: I will make sure that no student leaves the rehearsal procedure with questions. I will also leave a thank you note for students or thank students personally who have left notes in the box correctly.

Organizing Your Learning Tools

- Folder is for homework and important documents
 - o Left side: Homework that has been returned to student
 - o Right side: Homework to be turned in and other important documents (syllabus)
- Notebook is for notes taken in class
- Files in the room are for completed writings stored in the classroom
 - o When placing work in files, put the *most recent* work in the front
- Binder is for vocabulary, DOL, and journal

Teach: I will have students pick up each item as I discuss its use in the classroom. Students will already be familiar with some functions by the time I teach this procedure, like their binder, and some of these tools are self-explanatory, like the notebook, but I will have students look at and label each learning tool as we go through the steps.

Rehearse: Students will have already rehearsed part of these steps, and they will continue to do so in real time throughout the year.

Reinforce: I will point out whenever I see students using the correct material for an activity we are doing in class.

Passing Papers In/Returning Papers

Teach:

- Take your paper and pass it to the person to your right.
- Take your paper/stack and place it ON TOP of that paper.
- Continue this until papers reach the end of the row.
- Pass the stacks up the row, continuing to put your stack ON TOP.

This way, when I return papers, I will give it to the students on the end and each student's paper should be conveniently located on top of the stack.

If you are filling out a Student Responsibility Card, turn it in the same way as all the other homework at this time.

Rehearse: Have students head a blank sheet of paper (as per the heading paper procedure posted in the classroom). Practice the steps for passing in papers. Pass back the papers. Practice again and see if the class can increase proficiency.

Reinforce: Begin timing students for a fun challenge with other classes, aiming to increase proficiency.

Profanity/Derogatory Language Free Zone

- 1) If I hear you use profanity/derogatory language, I will say, "Language."
- 2) Student will respond by apologizing and restating what they said in academic language.
- 3) Student will say, "I apologize, what I meant to say was..."

Teach: "This room is a safe place. Whatever negative behavior exists outside of these walls gets left there. It does not belong in our classroom."

In this classroom, profanity includes swear words and slang terms used derogatively.

Respected scholars use academic language to accurately describe what they are thinking. I will speak to you the way I would like you to speak to me, and I will not be using profanity."

After this introduction is given, I will go through the steps.

We will not be rehearsing this procedure for obvious reasons. I will reinforce this procedure by thanking students who follow it correctly.

Requesting a Conference

There may be times that you would like to speak with me individually about a question, concern, paper, or project.

I am more than willing to meet with you to answer your questions and help you succeed in your endeavors. In the event you want to request a conference, you must do so **at least 24 hours before you want to meet**, and you will take the following steps:

- 1) Send an e-mail to [teacher e-mail address] and address me.
Ex: Dear Miss Burkhart,
- 2) Identify yourself.
Ex: This is Drew Brees.
- 3) Identify the need for our conference.
Ex: I have a question about my paragraph structure on the upcoming theme analysis paper.
- 4) Introduce a date and *at least two times* you could meet to discuss the issue.
Ex: I was wondering if we could meet on Tuesday, September 17, before/after school/during your 7th period conference period.
- 5) Give me an estimate of how long you think our conference may last.
Ex: I would need about 20 minutes of your time.
- 6) Close your e-mail with a salutation, and type your name.
Ex: Thanks, Drew Brees

I will respond to your e-mail with my availability within 24 hours.

If your question can be answered via e-mail without a conference, feel free to use the above format to pose your question.

Teach: I will go over the above steps.

Rehearse: I will have students pull out their phones and send the e-mail. OR Copy on paper to turn in if they don't have their phone.

Reinforce: I will respond to the e-mails to reinforce that they have followed the procedure correctly.

Restroom Procedure

- Indicate to me that you need to use the restroom by holding up a sign language R.
- I will either respond with the okay symbol or the wait symbol.
- You will sign out on the way out of the classroom with your name, date, and time out, and sign back in (time in) when you return.
- You are limited to four opportunities a month to use the RR during my class.

Teach: I will go over the steps for the RR procedure and the symbols. I will explain that if I hold up the wait symbol, it is because whatever is coming next is very important, and I will let you know when it is okay to leave again.

We will not rehearse or reinforce this procedure.

Tardy Procedure

My tardy procedure is largely dependent upon my school district's tardy policy. Each school handles tardies differently. Some give detentions for any unexcused tardies. This procedure may be tweaked in order to adhere to my district.

1) A student who is tardy will sign the tardy sheet *as soon as he or she enters the room*. The tardy sheet is hanging by the door and should be signed with the student's name, the date, and a check in the appropriate box (excused or unexcused).

2) Students then proceed to my desk to drop in their note explaining their absence (excused and unexcused).

Teach: I will teach the above steps as stated, walking around the room to show them the spots they should go to if they are tardy.

Rehearse: I will select a few students randomly to show us the steps as we role-play. I will pretend I am teaching while they come in, which will show students that the lesson will not stop when a student is tardy.

Reinforce: I will reinforce the behavior of those students. I do not want to draw attention in the future to students who are actually tardy, even if they are following the procedure correctly, as that may be embarrassing for the student.

Turning in Late Work

- 1) Retrieve your late work folder from your file.
- 2) Date your paper with its original due date *and* the date you turned it in. (Write: DUE DATE: and TURNED IN: on the date line)
- 3) Place your work inside the folder and turn it in to the appropriate homework tray for your class period.

Teach: I will go through the above steps, and I will walk around the room to show students where each step happens (where to pick up their folder and where to turn in their work). I will remind them that it is imperative to turn the late work in *inside of the late work folder*.

Rehearse: I will have students rehearse “double-dating” their paper with the due date and the turned in date.

Reinforce: I will leave notes in the late work folder or on the homework that reinforce the procedure for the students. I will encourage them if they’ve done it correctly, or redirect them if they have missed a step.

Types of Bell Work – Daily Oral Language (D.O.L.)

- 1) Date your paper.
- 2) Copy the sentences from the board in the appropriate bellwork binder section exactly as they appear.
- 3) Correct the sentences with red pen.
- 4) Any corrections that you realize you missed when we are going through them as a class, fix them with a *different* colored pen.

Teach: I will teach the above steps and will also teach approved proofing marks for students to use when fixing sentences. There will be a poster in the room that also indicated which marks relate to which grammatical error.

Rehearse: We will rehearse both the proofing marks and the steps for D.O.L. as bell work every day for a week.

Reinforce: I will go through and look at student work (since they leave their binders in the room at the end of the day), and I will leave notes that reinforce. I will also encourage students who are following the procedure correctly, and redirect students who may be missing a step.

Types of Bell Work – Journal

- 1) Date your paper.
- 2) Copy the prompt in full as it appears on the board.
- 3) Answer the journal prompt in a *full, single-spaced page*.

Teach: Journal writing is the first type of bell work we will be doing during the first week of school. I will teach this procedure by showing “what it is” and “what it is not.” I will have physical examples of what a “full, single-spaced page” looks like and what it does not. The “does not” example will be fairly humorous, with approximately three words per line in slanty script. During the teaching portion, I will also emphasize that it is imperative that students date their paper and write the journal prompt. There will also be opportunity for bonus journals that will be discussed in the teaching of this procedure.

Rehearse: Students will rehearse this procedure as their bell work every day of the first week of school (besides Day 1).

Reinforce: During the first week of school, I will go through and look at student work (since they leave their binders in the room at the end of the day), and I will leave notes that reinforce. I will also encourage students who are writing in their journal successfully, and hold up their work as an example if appropriate.

Types of Bell Work – Vocabulary

- 1) Date your paper.
- 2) Copy the word, the part of speech, the definition, and the example sentence from the board onto your page in your appropriate bellwork binder section.
- 3) Write a sentence of your own using the word.

Teach: I will teach the procedure as bell work at the beginning of the second week of class.

Rehearse: They will rehearse the procedure as their bell work every day of the second week of school at the beginning of class.

Reinforce: I will draw sticks randomly to hear students' example sentences for their vocabulary word. This will eventually be used as an assessment device for points.

Visitor in the Room/Teacher Steps Out

If an individual comes to the door that requires the teacher to step out of the room:

1) *If you are in groups or working individually*, continue working on the project at hand.

Or

2) *If I am lecturing*, pull out your choice novel and begin reading.

If there is a visitor who has come to sit in on the class:

1) A student will graciously invite the guest into the classroom and show him or her an open seat. (I will rotate this responsibility among students.)

2) That student will gather any needed materials for the guest and explain to him or her what the day's lesson (or what the lesson that week) has been.

3) If I am not present or available, tell the guest I will be along shortly.

Teach: I will teach the steps to this procedure by going over them as is.

Rehearse: I will plan someone to come and "interrupt my lesson" sometime later in the week or the following week to allow students to rehearse this procedure. I will remind them that this procedure exists as I am leaving the room.

Reinforce: If students do well, I will praise them. If students do not follow the steps to the procedure, I will remind them of the steps and redirect them. We will repeat the activity again at a later time.

Working Cooperatively

The group work that we do in class will vary depending on the activity. All group work, however, will include the size of group, the purpose of the group, materials and steps for the group, procedures, and individual accountability.

Whenever working cooperatively, it is important to note that:

- You are responsible for your own job *and* the results of the group.
- Your group members are your first resource in looking for answers to questions.
- If no one in the group can answer a question, then the whole group must agree on a consensus and appoint one person to ask the teacher the question.
- If collaborative groups are presenting a project, I will choose which group member will present. This means all group members must be prepared to explain the material. When you help each other be on the same page as a group, this should be no problem!

Teach: I will teach the above steps in application to whatever the group work at hand is. The above is essentially a script for what I would say before beginning to work cooperatively, followed by more specific instructions for that particular activity.

Rehearse: We will rehearse this procedure in real time. This procedure is a combination of several things we learn in the classroom.

Reinforce: I will work with groups individually as much as possible to reinforce this procedure.

Writing in Planner

- 1) Students will write or update their homework in their planner during the arrival procedure.
- 2) Students will write the homework down *on the day it is due*. For example, if homework is due on Wednesday, 4/22/14, they will flip to that date in their planner and write DUE: (Name of Assignment) on the Wednesday, not the day before.

Teach: I will teach this procedure by using my planner to show them an example.

Rehearse: We will all rehearse together right away to write in the homework for the week.

Reinforce: I will reinforce during the rehearsal and as I see students writing in their planners correctly throughout the year.

V. First Day of School Script

Miss Burkhart's First Day of School Script Layout

Great each student at the door

- Positively greet each student
- Have them draw their seat assignment (example: A5)
- Direct them where they can pick up their syllabus/procedures packet and bell work (Get to Know You sheet)
- Direct them to sign their seat selection by their name on your roster and then have a seat (signs will be posted in front of these items as well)
- Students will begin bellwork
- Finish greeting all students until the last student arrives

Give time to work on bellwork...

Welcome students to the class and introductions

I introduce myself

Say and spell my name.

Congratulate them on being in my class.

Share where I'm from

Give my education and experience

Tell them why I want to be a teacher and why I'm excited to have them as my students

Include visuals

Progress through PowerPoint

- With explanations for each visual slide until we reach procedure slide (#14)
- Explain what procedures are and how they are to be operated in our classroom

Arrival Procedure

- Overview steps/Teach
- Tell them we didn't get to practice cell phone resort today so we will tomorrow.
- Show them where binders will be kept (they will be leaving them there at the end of class).
- Show them where calendar will be (same place every day).
- Show them where bell work will be (same place every day). Tell them that there are different types of bell work and you will go over each kind and the steps for how to do it at another time.
- Show them where agenda will be (same place every day).

Dismissal Procedure

- Overview steps/Teach

Getting Attention Procedure

- Explain the need for this procedure
- Teach
- Rehearse
 - Have students talk amongst themselves for two minutes and then practice the signal

Restroom Procedure

- Teach students' responsibility and teacher's
- Explain the need for hand signals
- Limit to 4 RR breaks a month

Student Responsibility Card

- Teach steps
- Reference example in student packet
- Show students where the extra copies are located if they need one

Preview upcoming Procedures and Class Layout

- Simply let students know that we will be learning more procedures as the first two weeks continue on
- Reference packet
- Give brief tour around the classroom for key areas that have already been discussed

Guidelines

- Refer to the guidelines posted in the classroom
- Explain discipline plan and refer to rewards and consequences
- Again express the difference between guidelines and procedures

Guideline Infraction Notice

- Explain what the notice is and show example
- Explain there is no need to discuss the situation further when a notice has been handed out
- Explain the steps a student takes after receiving a notice

Action Plan

- Refer to students' copy of action plan in their packet
- Briefly highlight the steps of the action plan when explaining the steps of repeat offenders of guidelines

Close Class

- Close class and rehearse dismissal procedure after bell rings

Before the first day of school...

- Write postcard to parents and students (including list of resources needed)
- Prepare student packets
 - Includes:
 - Procedures
 - Discipline Plan for parents to sign (includes consequences and rewards)
 - Syllabus
 - Your Amazing Child Worksheet
 - Copy of Homework Responsibility Card
 - Copy of Action Plan
- Make extra copies of guideline infraction notice (yellow)
- Make extra copies of action plans
- Post name outside of door and in classroom
- Make A-E 1-6 cards and hang on desks
- Prepare file folders for storing completed work (green hanging folder) and sick and late folders (two manila folders to be decorated by students)
- Determine consistent place for posting homework
- Determine location for missing assignment slips and fill with copies
- Have my teacher blog up and running
- Have procedures and guidelines posted in classroom
- Need (number of classes I teach) crates turned sideways by door
- Green file folders (one per student) and filing crates
- Need six trays (at least)

Resources students need for my class:

- Notebook
- Folder
- Pens (black/blue and red)
- Pencils
- Markers
- Binder with three dividers
- Loose leaf paper

VI. Layout of the First Two Weeks of School

Week 1

Monday:

Activity: Get to know the class/Proceed through PowerPoint

Teach: Arrival Procedure

Teach and **Rehearse** (at the end of the day): Dismissal Procedure

Teach and **Rehearse:** Getting the Class' Attention

Teach: Restroom (rehearse in real time as needed)

Teach: Missing Homework Slip (with example)

Teach: Classroom Guidelines/Infractions (with example)

Teach: Profanity (will not be rehearsed, but will be reinforced in real time)

Reinforcing for all procedures begins as soon as they are taught and rehearsed.

Tuesday:

Rehearse and **Reinforce:** Arrival Procedure

Teach: Type of Bell Work – Journal Writing

Teach and **Rehearse:** Cell Phone Resort (part of arrival procedure)

Teach: Getting Teacher's Attention – briefly rehearse signals and refer to poster

Teach and **Rehearse:** Passing Papers and Heading Papers (together)

Teach: Organizing Your Learning Tools

Activity: Decorate/Label Late Folder, Absent Folder, and Binder

Wednesday:

Homework Due Today: Read syllabus, have guidelines signed by parents

Rehearse and **Reinforce:** Arrival Procedure

Rehearse and **Reinforce:** Type of Bell Work – Journal Writing

Teach and **Rehearse:** Absent Procedure

Teach and **Rehearse:** Notes from Home (use signed discipline plans for this purpose)

Rehearse/Remind students of Missing Homework Procedure (since they're turning in homework that day)

Teach and **Rehearse:** Writing in Planner (use Monday's "Your Amazing Child" assignment)

Teach and **Rehearse:** Tardy Procedure

Activity: Go over syllabus together

Thursday:

Rehearse and Reinforce: Arrival Procedure

Rehearse and Reinforce: Type of Bell Work – Journal Writing

Teach: Finish Work Early

Teach: Visitor in Classroom

Teach and Rehearse: Classroom Phone Ringing (have student call from his or her cell)

Rehearse in depth: Getting the Teacher's Attention

Activity: Get to know you and content lesson

Friday:

Rehearse and Reinforce: Arrival Procedure (Cell Phone Resort No Vacancy – students will need their devices today)

Rehearse and Reinforce: Type of Bell Work – Journal Writing

Teach and Rehearse: Requesting a Conference (all students send me an e-mail)

Teach: Emergencies

Teach and Rehearse: Checking a Book out of Classroom Library

Lesson: I am Malala and Chef Jeff – The Value of Education

Week 2

Throughout this week as appropriate:

Teach and **Rehearse**: Working in Groups/Cooperatively

Teach and **Rehearse**: Classroom Transitions

Rehearse: Emergencies

Teach (if necessary): Addressing Off Task Behavior

Monday:

HMWK DUE: Your Amazing Child

Teach and **Rehearse**: Type of Bellwork – Vocab

Teach and **Rehearse**: Turning in Late Work

Tuesday:

Rehearse and **Reinforce**: Type of Bellwork – Vocab

Rehearse: Organizing Your Learning Tools

Wednesday:

Rehearse and **Reinforce**: Type of Bellwork - Vocab

Teach: Guest Teacher (**Rehearse** in real time)

Thursday:

Rehearse and **Reinforce**: Type of Bellwork - Vocab

Rehearse: Visitor in the Room (have a scheduled visitor that students don't know about)

Friday:

Rehearse and **Reinforce**: Type of Bellwork – Vocab

Rehearse: Finishing Work Early (I will intentionally have time for this)

VII. Description of Teaching Component of Project

Teacher In-Service for EDTL 2710—Post Teaching Commentary

As previously mentioned, this project was not only intended to benefit me personally, but also intended as a way to leave an impact on the Bowling Green State University educational community in our teacher preparatory program. Thankfully, with the invitation from my advisor for this project, I was asked to present my project and experiences to his EDTL 2710 class, a class specifically set to prepare English teachers for grades 7-12 (the same program I went through).

My lesson was an active one, but some of the highlights were pointing out the statistics to the students about why people leave education, and pointing out the areas where they should begin their classroom management design. I highlighted bell work, dismissal procedures, getting the classes attention, and missing assignments. I led a discussion about the plans that I had in place for these tasks, and we also brainstormed different and varied ways these procedures could be developed. I emphasized the need for positive framing when giving directions (“do this” rather than “don’t do that”), as well as the need for consistency.

The presentation went better than I ever could have expected. The students were engaged, listening, and taking notes. There were several clarifying questions that students asked that challenged me to think more deeply into my plans, but these questions also caused the students to see how much work goes into developing a classroom management plan. All the students gave the presentation a positive thumbs-up response, and five students volunteered to talk about it. The students all seemed to indicate that this was helpful information that had never been explained in detail to them as it was in my presentation: it had only been outlined before. Their experiences struck me as similar to my own.

Some student comments are summarized below:

“We’ve learned [in our other classes] that you should have a plan, but you helped us see specific issues we should focus on and pay attention to, and that will really help us narrow the process.”

“You have me thinking about how I want to use classroom management to ‘de-white’ my classroom and include people from all different types of cultures.”

“While I don’t agree with all of the ways you are doing procedures, I really like the way that you are challenging us to think about how to deal with some of these issues.”

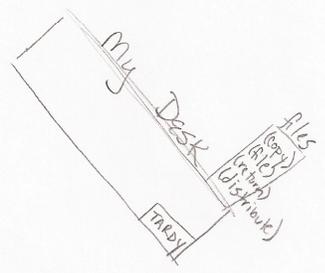
“I love your idea for missing homework, and I think I’m going to steal that from you.”

All students gave a thumbs-up (a few gave two up in the air!) for wanting more information on the specifics of what would go into a classroom management plan.

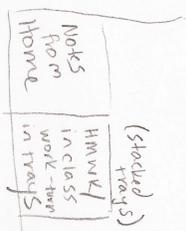
VIII. Sketch of Classroom Layout

STUDENT FILES
(contain Absent Folder + Late Folder)

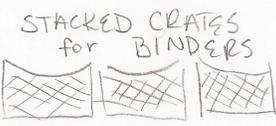
1 - 5 A B C D E



FRONT BOARD



RR sign out/in
Tardy sign in



SHOE ORGANIZER
CELL PHONE RESORT

Extra student
responsibility cards

DOOR

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