



NEW Teacher Advocate

Your Partner for Success

Volume 11 No. 4 Summer 2004

Classroom Management
It can "make or break" you
from the first day. Let the Wongs
and others help you make it.

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It's all about PROCEDURES

Classroom management consists of the practices and procedures that a teacher uses to maintain an optimum environment in which instruction and learning can occur.

Procedures Pave the Way

Classroom management and discipline are not the same. Classroom management comprises procedures, whereas discipline relates to behavior. The number one problem in

the classroom is not discipline; it is the lack of procedures and routines.

Procedures lay the groundwork for student achievement. Student success at the end of the school year correlates directly to the degree in which the teacher establishes classroom procedures within the first week of the school year. If the teacher does not structure the classroom, the students will.

Begin on Day One

Before her first day of school, Melissa, a new teacher in Oklahoma, had a script. Just as football coaches go into a game with the first 20 plays planned, Melissa went into teaching with the first day of school scripted. The following list outlines the day's "plays":

- Greet each student at the door.
- Welcome students to class and introduce myself.
- Describe how to enter and leave the classroom.
- Explain rules and daily procedures.
- Assign numbers.

Call for Manuscripts

Fall 2004—Successful Inclusion Practices. Deadline: May 15, 2004.

Winter 2004—When Students Grieve: What techniques can new teachers use to help students cope with grief and trauma? What are the best ways to approach situations such as an illness-related death or a school shooting? **Deadline: August 15, 2004.**

E-mail articles to pubs@kdp.org, attention NTA Editor, or mail to Kappa Delta Pi Publications, 3707 Woodview Trace, Indianapolis, IN 46268-1158. Include your name and contact information.

- Discuss respecting the classroom and art supplies.
- Go over teacher's things and students' things.
- Explain thematic lessons.
- Talk about art centers.
- Explain portfolios.
- Mention notebooks.

At the end of her first year of teaching, Melissa wrote, "My first day of school was a success. Classroom management and having a procedure for everything is a key factor in success." (For script details and more about Melissa's first year of teaching, see www.teachers.net/gazette/JUN00/wong.html.)

Learn about other equally successful teachers and glean from their plans and procedures at www.teachers.net/gazette. Read about Steve, the high school physical education teacher whose students set up all the apparatus for him and the teacher who can dispense and collect materials for activities in 15 seconds without anything lost, broken, or stolen.

Students Want Organization

Classrooms are managed with procedures and routines, not with threats and punishments. Students readily accept a uniform set of classroom procedures, because it simplifies their task of succeeding in school. Efficient and workable procedures allow many activities to take place during a school day, often several at a given time, with a minimum of confusion and wasted time. For each classroom task expected, the teacher must establish a procedure or set of procedures and teach it. (See below for a list of common procedures.)

First-Day Action Plan

Can you imagine starting the first day of school with an organized action plan? For her classroom-

management class at Western Kentucky University, Sarah prepared a First Day of School Action Plan, a detailed plan that she placed in a one-inch thick binder for reference. Her binder contained the following listings:

1. Academic expectations
2. Time frame for plan components
3. Lesson plans and activities
4. Classroom preparation prior to first day of school
5. Collaboration with students and parents
6. Classroom schedules
7. Maintaining a learning climate (reasons for the management plan, rules, consequences, and rewards, student jobs, and intervention plan)
8. Notes of encouragement
9. Documentation and evaluation
10. Parent calls and conferences

Teach Procedures, Teach Expectations

Students have a right to know their teachers' expectations, but more importantly, they also perform better when they know what is expected of them. Knowing at the onset of school how the classroom will run gives students a secure and reliable framework to rely on, freeing them to be successful in their studies. Create a stress-free and happy classroom—be prepared. When you teach procedures, you teach expectations. ■



Harry K. Wong and Rosemary T. Wong, award-winning teachers, are authors of the renowned The First Days of School. Rosemary is a member of the Zeta Kappa Chapter of Kappa Delta Pi.

Classroom Procedures to Teach

- Classroom entry
- Beginning the period or day
- Class dismissal
- What students do when absent
- What students do when tardy
- Quieting a class
- How students ask for help
- Passing out papers to students
- Turning in papers to teacher
- Listening and responding to questions
- Working cooperatively
- Changing groups
- Keeping a student notebook
- Finding directions for assignments
- Collecting and returning student work
- Getting materials without disturbing others
- Handing out equipment at recess
- Moving about the room
- Trips to the library/career center
- How to head papers