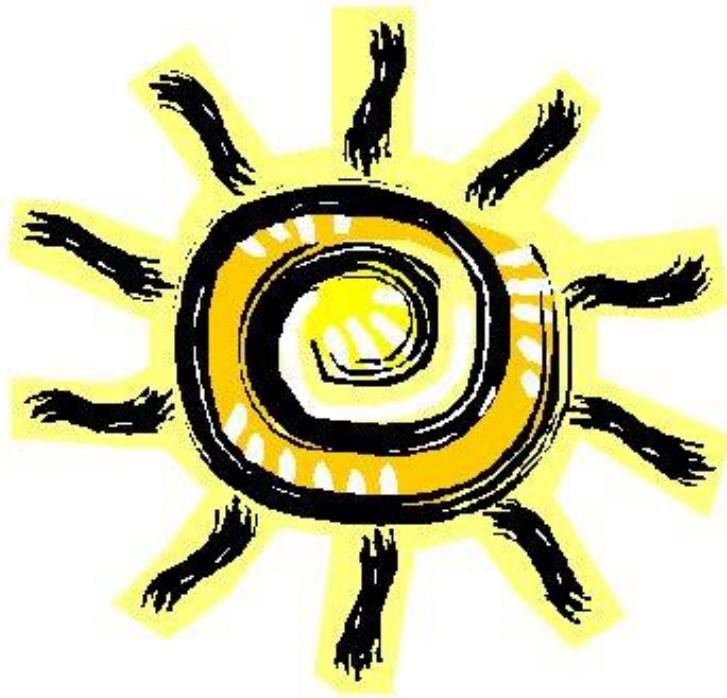




# Planning for Your First Year as a Moberly Spartan



[www.teachersshine.edublogs](http://www.teachersshine.edublogs)

- Classroom Management
- Lesson Planning
- Tips for Organizing
- Parent Communication
- Behavior Management
- Positive Expectations
- Professionalism

# Classroom Management

What does a business manager, department manager or sports team manager do? He or she creates an environment and system for which the people can work and operate in the most efficient and productive manner. Classroom management is no different. To manage your classroom you must ensure that procedures and routines are firmly in place for everyone to operate in the best environment for learning. This is much different than behavior management.

Creating a classroom management plan will ensure the beginning of school provides the strong foundation you need to support your teaching and student learning throughout the entire year. Let's get started creating your classroom management plan. (This will also come in handy when you have a guest teacher in your room). *This is just as important in a high school classroom as it is in an elementary classroom.*

**See the S.H.I.N.E. classroom management plan (elementary or secondary) for you to complete.**

**Here are the best classroom management videos to demonstrate excellent practices. Most video clips are less than 2 minutes.**

<https://www.teachingchannel.org/videos/setting-classroom-tone>

<https://www.teachingchannel.org/videos/effectively-manage-instruction-time>

<https://www.teachingchannel.org/videos/student-learning-positions> A great example of explicit teaching of a “soft skill” in elementary. The same principal would apply at a secondary level, but in a more mature way.

<https://www.teachingchannel.org/videos/new-teacher-classroom-management>

<https://www.teachingchannel.org/videos/student-silent-signals>

<https://www.teachingchannel.org/videos/managing-transitions>

<https://www.teachingchannel.org/videos/create-a-safe-classroom>

# Lesson Planning

Whether you plan your lessons with a team of teachers or individually, each lesson needs special consideration to be most effective. Direct instruction has a strong research support base for being very influential in effective student learning when done well. So what is direct instruction?

Direct instruction is planning and teaching for which the teacher has systematically planned the lesson including some key elements. It will be easy to get wrapped up in planning the learning activities because of time constraints. If you will take the time to ensure your lesson planning includes all of the essential elements of a lesson, not only will time be saved not having to reteach, but it will eventually become a habit to include all of the lesson components.

Even if you have a “program” for which you are following for a subject or your mentor or team provides the lesson plan to you, it is critical you ask yourself these questions:

Do I understand the learning target?

Do I know the “why” behind the lesson being presented this way or the activity chosen?

What vocabulary might be confusing for students?

How will I know if the students are learning?

What components of direct instruction do I need to fill in if this is not explained by the group?

What might be some of the things you will consider about your students as you plan the lesson?

What instructional strategies could best match your goal?

Lesson planning is different than the schedule for the day. The next page includes a format for the Essential Elements of a Lesson Plan. These are the components that you want to be intentional about considering in each lesson when you are planning and teaching. The form can also be found at [teachersshine.edublogs.org/lessonplanning](http://teachersshine.edublogs.org/lessonplanning)

# MOBERLY SCHOOL DISTRICT

## Essential Elements Lesson Plan Format

Teacher's Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_

**Learning Target (student friendly terms) How does this fit in the Learning Goal?:** Click here to enter text.

Prior knowledge/skills needed: Click here to enter text.

**Learning Goal/Standards Addressed:** Click here to enter text.

**Evidence of Learning-How will you and the students know when they have "got it?":** Click here to enter text.

### Material/Resources Needed:

- |  |                                   |             |
|--|-----------------------------------|-------------|
| <input type="checkbox"/> Computer/Technology | <input type="checkbox"/> Textbook | Other _____ |
| <input type="checkbox"/> Manipulatives       | <input type="checkbox"/> Handouts |             |
| <input type="checkbox"/> Art Supplies        | <input type="checkbox"/> Workbook |             |

**Anticipatory set or Hook:** Click here to enter text.

### Instructional strategy(ies) to include MODELING:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Cooperative Learning Structures   | <input type="checkbox"/> Read Aloud                 | <input type="checkbox"/> Lecture w/planned student interaction |
| <input type="checkbox"/> Independent Learning Conferencing | <input type="checkbox"/> Question/Answer Discussion | <input type="checkbox"/> Other _____                           |

### Guided Practice (What students will be "doing")

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Group work     | <input type="checkbox"/> Worksheets/Workbook | <input type="checkbox"/> Activity: _____ |
| <input type="checkbox"/> Oral Reading   | <input type="checkbox"/> Drill & Practice    |  |
| <input type="checkbox"/> Oral Responses |  |  |

### Modifications for special needs

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Addit'l time  | <input type="checkbox"/> Reduce assignment length  | <input type="checkbox"/> Alternate Assignment           |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Simplify instructions     | <input type="checkbox"/> Provide note taking assistance |
| <input type="checkbox"/> Peer tutoring | <input type="checkbox"/> Group/seating arrangement |   |

### Checking for Understanding (formative/student feedback)

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Question & Answer | <input type="checkbox"/> Group Response/signal | <input type="checkbox"/> Class Discussion | <input type="checkbox"/> Seatwork/Worksheet |
| <input type="checkbox"/> Demonstration     | <input type="checkbox"/> Quiz                  | <input type="checkbox"/> Exit strategy    | <input type="checkbox"/> Other _____        |

**Closure:** Click here to enter text.

**Independent Practice:** Click here to enter text.

# Organization

Organization strategies are always a challenge when you are new in a position. Determining what to do with all of the papers you receive, knowing what is important, finding the time to address critical documents and remembering to go back to the pages that did not need your immediate attention. The truth is, everyone has to develop the system that works best for them. However, here are some tried and true ideas that have stood the test of time.

1. Make a LIST- if you are not a list maker by nature-become one NOW. You will easily forget throughout the day and week the items you need to remember "to do." Write them down. Prioritize your list as need to do now, need to do by the end of the week, and need to do eventually. Warning-your list will never really stop. Accept this, prioritize and move on. Here are some guaranteed items to have a plan for-

## Where to find:

Substitute plans-

Emergency plan:

Manuals for instruction-

Extra paper-

Parent contact information-

Emergency bag for drills/emergency (provided by the district)-

Bathroom/nurse/counselor/office passes-

Worksheets to copy-

Papers to return-

Papers to grade-

Papers to file-

Paperwork needing my attention-

Paperwork to go home with students-

Absent work-

PBS tickets-

Notes from parents-

Supplies for students to use-

Supplies for teachers use-

Samples of student work-

## **Class information for parents and new students**

Consider creating a newsletter or brochure explaining the basics of your class. This is a great tool to have to give to students and parents at the beginning of the year, and also throughout the year when new students arrive in your classroom. In addition, your first impression with parents and students is that of being welcoming, prepared, efficient and professional. This goes a long way in establishing credibility from the very beginning. Consider including:

- Your (or team, department, grade) procedures and policies for homework and grading
- How and when to contact you
- General topics of studies and the class schedule
- Classroom expectations
- Supplies needed
- Website/blog resources
- Opportunities for parent volunteers or help
- Any other good to know information to help a student begin on a successful journey.

## **Behavior Management**

Behavior management is what to do when a student breaks a rule. The number one best strategy for behavior management is to be proactive and anticipate potential problems before they occur. Rules are made to be broken and consequences must be delivered quickly, consistently and calmly. Remember to only write rules for which you have a clear idea of the actions steps to take if the rule is broken. Sometimes it is not a rule that is being broken, but a procedure not being followed. This means the student(s) need more practice, not a consequence. Behaviors that require quickly being addresses and consequences include things like disrespect to the teacher or classmates, dangerous actions that could hurt someone or him/herself or actions that prevent the student and others in the class from learning.

*Your building has a PBS plan. Follow it. Ask questions about the plan as situations occur. Are you noticing that think sheets don't work with a particular student? Investigate why. Likely it is because there is little follow-up on the teacher's part in the process of PBS. The unsafe actions or major referrals need immediate action and support of another teacher or administrator. You are the key. Your relationship with the student, the 1 on 1 conversations, contact with home, and communication with your administrator are critical. *The longer you wait to address an issue, the harder it gets to make a change.**

**Document your steps.** If you have a conversation after class with the student, send an email or make a phone call to a parent, keep the student from recess or assign a detention, make contact with home. On the same note, be sure to pass along positive changes, too.

See the guide to Common Challenging Behaviors for the most common continuous classroom challenges by grade range. Read Chapter 18 of [The First Days of School](#). Other recommended resources you can check out from the SHINE Coordinator include-the book [Conscious Classroom Management](#) or DVD set by Rick Smith or Fred Jones [Tools for Teaching](#).

## **Positive Expectations**

This will take you leaps and bounds further than any behavior management “system.” Every day is a new day for your students. They get to start over and so do you. Know before the start of school how you will be intentional about these:

How do you welcome them to class each day?

How will you be intentional about instilling your belief in them?

How will you send the message “Welcome to Our Class. Welcome to Your Future?” This is not just a message on a poster. Your belief in this for your students will be evident based on how you treat students in the classroom through your words and actions.

How do you walk the talk and live the belief in the classroom that any student can be successful?

How will you make positive student connections every day?

How will you make positive parent/guardian contacts?

How will you get the information you need for contacting parents/guardians?

How will you instill a growth mindset in your students? (A growth mindset is the belief that you have the potential to grow, change, and learn to always get better. This is in contrast to a fixed mindset which prescribes to the belief that what you have is all you get. The potential for change and opportunity is fixed based on your current capabilities. Research has overwhelmingly shown that a growth mindset influences achievement, can be fostered and creates grit. Grit=perseverance + resiliency and can be taught. It is not dependent on IQ, socioeconomic status, or environment.)

## **Growing as a Professional**



A growth mindset is important for teachers, as well as students. Some people are more comfortable than others asking for help or seeking out support. Seeking solutions to challenges or possible strategies to try and enlisting the help of your mentor, colleagues or building principals is not only welcomed, but valued. This shows that a teacher is taking initiative and believes in a growth mindset for growing as a professional. Here are some question stems that might be used to seek the support needed. Also included are non-examples that indicate a fixed mindset for growth as a professional.

#### Examples-

- I've got this idea to try, what do you think? What might I need to consider?
- I'm having trouble with this, do you have any ideas?
- I'm really trying to get better at \_\_\_\_\_. Can you help me?
- My principal says I need to work on \_\_\_\_\_. What ideas might you have?
- I am so frustrated by \_\_\_\_\_. Can we talk?
- Come watch this new thing I am trying and see how well it is going.
- I'd love more feedback about \_\_\_\_\_
- Can you assist in the room during \_\_\_\_\_?
- I'd like to try something out; can we plan a time to co-teach it?
- Can you model for me \_\_\_\_\_?
- Do you know of any resources for \_\_\_\_\_?
- Where do I find \_\_\_\_\_?
- Is there a place close by that does \_\_\_\_\_?
- Can I go watch \_\_\_\_\_ teach this concept? I'd like to see how someone else does it.
- Can you video a lesson of a colleague teaching this so I can see how they do it?
- Can you look over these lesson plans/sub plans and see if I've overlooked anything?
- I need this from my mentor and not getting it.
- Here is a great idea that might be helpful to others.

#### Non-examples-

- This is really hard for me and if I lay low, no one will notice.
- I haven't a clue what that educational concept is supposed to look like in my room, so I'll just ignore the idea unless my principal says something.
- I don't have time to think about what to change.
- It's the students that are the problem, not me.
- Those ideas apply to other classrooms or grade levels, not mine.
- I'm supposed to be making improvement in this area, but do not want to tell anyone so I'll figure it out on my own.
- I'll just do it because I have to.
- Everyone around me seems to "with it" and on top of things. I'm the only one struggling with this and will look bad if anyone knows.
- I might get fired if anyone knows how hard this is for me.
- I've got it all figured out and there are no real problems. I don't need any support.
- I don't need to make lesson plans. I know in my mind what we are doing in class.
- I've got an excuse for every reason or suggestion I'm given by another teacher or mentor.

You may or may not be new to the professional world. Along with the responsibilities that go along with a full-time job and salary, there are certain expectations that help you to shine in the best

possible light. Professional courtesy goes beyond saying “please” and “thank you.” Consider these tips to help you get started in the right direction.

Professional etiquette and courtesy to consider:

Be on time. If you know in advance that you will be late to work, building duties, or a meeting, please let your meeting facilitator or administrator know.

Professional dress includes tasteful clothing that does not have rips, tears, inappropriate messages, too tight or short, and covers the chest, midriff and backside area appropriately.

Texting or your phone ringing/buzzing during class or meetings is not polite. If you are expecting an important phone call or message, let your supervisor or meeting facilitator know in advance. Keep side conversations at a minimum. Stay focused during meetings and refrain from performing other tasks.

If you are sent an email asking a question, be sure to reply or let the sender know you intend to reply when you have more time.

If someone has taken the time to give you a special treat or gone out of their way, be sure to thank them. If it is not someone you see daily, send a thank you email or note. Principals, parents, PTO’s, community members and other teachers need to know you received their special acknowledgement, but also appreciate a “thank you.”

If invited to an activity or special event and asked to R.S.V. P., please do so in a timely manner. People who go to the effort to plan events in which food is involved need an idea of how many for which to prepare.

Smile and say “hello” to fellow teachers, building visitors, etc. Many substitute teachers and parents in buildings notice and appreciate the warm reception that teachers who greet and acknowledge them provide. The same is true for those who do not.

You represent the workplace. Remember to keep negative comments or pictures of questionable nature off of any social media site and email. Remove any pictures that might be compromising from your social media sites and remember to ask friends to not post them. You are a professional. You are expected to maintain a higher standard now.

Sharing cell phone numbers and social media sites with students is prohibited. Consider carefully before allowing parents that access, too.

Gossip is not flattering in the workplace. Keep your comments professional.

Keeping information about students confidential is the law. Talking about a student out in public or with a teacher for whom they have no reason to need to know the information is not okay-it’s illegal.