



# Secondary Classroom Management Plan

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*Like a train track, the path of classroom management must be in place for the train of content to travel most efficiently and effectively.*

Moberly S.H.I.N.E. 2014-15

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

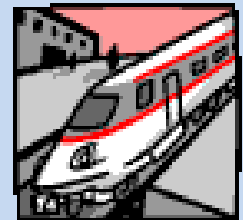
After reading through the next pages, you may be saying to yourself-really?! All of these things have to be taught, discussed, practiced and whatever else in the first few days of school? Shouldn't kids already know how to do this? Some have been in school for almost 12 years- why should I



have to cover these? Secondary teachers may be likely to think many of these are too elementary to spend time and energy on. Ask a secondary teacher who struggled their first year of teaching and they will assure you they are critical. They will also tell you they wished they had started out with a clear plan in mind.

While it seems like a long tedious list, it is critical to know what your procedures will be and explicitly teach **AND REINFORCE** these from DAY 1. It doesn't have to be boring-it will be boring, only if the teacher is the only one talking. Reading off the list of to do's and to don'ts will not be effective. The procedures must be taught, modeled and practiced (see *The Classroom Management Book (TCMB)* pgs. 47-52). What is allowed or not allowed by the teacher is the message to the students regarding the real rules of the classroom. If your students come to class rowdy or not engaged in the bell ringer when the bell rings, it is okay to make them exit the room and practice it again and again. If it is only a few students, they may need some individual practice of meeting the expectations or the need to follow your school's PBS plan.

The first week of school and even the first four weeks should have a strong emphasis on the procedures and routines of the classroom. It is worth your investment of time at the beginning of the year to put the time and effort into making sure these are followed from day one. You will be eager to jump full force into the content and start teaching. Remember, you ARE teaching and establishing a strong foundation for learning when you create a positive, organized and structured learning environment for which powerful learning and collaboration can happen. Read in TCMB prologue why getting it right from the start and planning to be effective will shape your entire year. Your train of content can only travel down its intended route when the tracks of classroom management are established, clear, and the expectation is consistent. It will be the difference between a slow locomotion on a shaky track for a year or a fast train on a strong track.



For each classroom procedure and routine you want to establish, it is important that students have a clear understanding of what it "looks like and sounds like" when this procedure is being followed. You will need to be explicit in teaching and modeling the expectation for each of the procedures. For some of the very most important procedures, you might create a "look like/sounds like" chart for students to help complete. Visuals, including pictures of students or the entire class performing the procedure correctly (e.g. lining up in a straight, quiet line) are also great to have to provide reminders and references. It's much easier to point to a picture of the students meeting the expectation as a reminder than having to constantly use your voice to remind. Your building will have PBS expectations displayed in pictures, too.

Use the following pages to fill in your plan and expectation for each of the following procedures. They may change as you proceed throughout the year and as you get to know your class and students. However, it is very important you begin with a clear plan in mind (see TCMB pgs. 26-29). This document can also be printed and placed in your substitute teacher folder. While a substitute teacher may not do everything just as you do, it is important for them to have a resource if they have any questions and helps the room to stay as consistent as possible in your absence.

Click here to enter text. **'s Classroom Procedures & Routines**  
**Room #** Click here to enter text.

### Entering the Room

- **Bell work/Do Now** Click here to enter text.
- **Asking the teacher a question/sharing important info** Click here to enter text.
- **Turning in folders/homework/parent communication** Click here to enter text.
- **Noise level/safe behaviors** Click here to enter text.

### Leaving the Room at the end of class:

Students are dismissed by: Click here to enter text.

Other Procedures: For each procedure, it must be clear what the expectation is-what does it look and sound like?

- **Using the restroom**
  - **Before class** Click here to enter text.
  - **During class** Click here to enter text.
- **Answering questions/sharing info during class** Click here to enter text.
- **Tardies** Click here to enter text.
- **Sharpening pencils/getting new pencil** Click here to enter text.
- **Using the trash can** Click here to enter text.
- **Getting a tissue** Click here to enter text.
- **Going to the nurse, office, another teacher's room** Click here to enter text.
- **Getting a drink** Click here to enter text.
- **Going to lockers** Click here to enter text.
- **Getting absent work** Click here to enter text.
- **Turning in late work** Click here to enter text.
- **Getting room supplies** Click here to enter text.
- **Using the computers** Click here to enter text.
- **Asking the teacher for help or attention** Click here to enter text.
- **Passing out papers** Click here to enter text.
- **Labeling work (name, date etc)** Click here to enter text.
- **Handing back graded work** Click here to enter text.
- **Turning in assignments**
- **Working independently** Click here to enter text.
- **Taking a test** Click here to enter text.

- **Using the class library/resources** [Click here to enter text.](#)
- **Getting in pairs/groups to work** [Click here to enter text.](#)
- **When another adult enters the room** [Click here to enter text.](#)
- **Fire/tornado/earthquake/intruder drills** [Click here to enter text.](#)
- **Proceeding to Assemblies/special events** [Click here to enter text.](#)
- **Others** [Click here to enter text.](#)

**The daily classroom schedule can be found:** [Click here to enter text.](#)

**The daily learning targets are posted (location):** [Click here to enter text.](#)

**The class expectations are posted:** [Click here to enter text.](#)

Now that you have planned and prepared for the procedures you need in place, having a plan for the first day of school will be important (see TCMB pgs 53-87). You will get guidance from your grade level or subject area team and included are some ideas for first day of school scripts. Visit here for sample [First Day of School Scripts](#), TCMB pages 271-291 has plans for all levels or look at [moberlyshine.wordpress.com](http://moberlyshine.wordpress.com) under the tab, The First Day of School.

-Students and parents will have questions about where to go and what to do when coming to school. Starting at the entrance for which students will enter the school, walk with someone through the routine the students will follow when they get into the building. Do the same for leaving, including assisting with lockers, going to breakfast, visiting other teachers, etc.

-Ask your team members what type of schedule they use to plan their day. Remember, there is a difference between a class schedule and a lesson plan.

According to Harry Wong, there are 7 things a student wants to know upon coming to your class on the first day:

1. Am I in the right place?
2. Where do I sit?
3. Will my teacher like me?
4. Who is my teacher as a person?
5. What will we be doing this year?
6. How will I be graded?
7. What are the rules?

-Be sure to have your door or doorway clearly labeled with your name and subject area or grade.

-Greet your students at the door-every day.

-Help your students get to know you as a person. Share your hobbies, interests, and why you wanted to become a teacher.

-Consider how you will get to know your students. The most important part of being a teacher, no matter what grade, is getting to know your students. Be very intentional about starting every day in a positive way.

-Help students to understand the overall plan for learning, including grading. This is important to high achieving students, but struggling students also need to know they have someone who believes in them and will work hard to help everyone be successful.

-The classroom rules are important. Everyone operates better in a structured environment for which the expectations and guidelines are clear. What you tell the students and post in the room is important, but not nearly as important as what you allow.

Teaching procedures are not just for DAY 1 or even day 3. These have to be practiced CORRECTLY at least 28x's to become a routine. At 4 x's a day, it will be at least 7 days of practice. You will continue to reinforce them throughout the year.

While Day 1 is a lot of information and practice, it must be positive and create an atmosphere of engaged and motivational learning.

Students of all ages MUST practice the procedures. Make it age level appropriate and fun, but they must have modeled and practiced examples of the expectations. Non-examples are important, too. What will you do to help the student who has difficulty on the first day? (TCMB pgs 49-5, 166-169, 232-235)

## **Day 1**

**How will students enter the room every day?**

**How will students know you want their attention? What is the expectation for them to look and sound like when you ask for their attention?** (Practice this several times every day and expect everyone to fully participate EVERY time.)

**How will student know what they will be doing today and every day?**

**How will students leave the room?**

**What should a student do if they need the teacher's attention/help?**

**What will students be doing while the teacher is taking attendance?**

**How will you be intentional about being positive while teaching procedures?**

## **Other procedures for Day 1**

- Any procedure that requires getting out of their seat
- Organizing materials-ALL students, no matter what age, love their new materials. Help them get them organized to use to include preparing backpacks/materials to go home
- PBS and classroom and hallway expectations
- Lunchroom procedure and expectations
- Building policies

## **Day 2**

### **All of Day 1 procedures practiced and reinforced**

#### **Transitions**

- Passing out/turning in papers
- Getting out materials needed from the desk
- If another adult enters the classroom
- Changing to another subject areas/lesson
- Getting materials from another location (e.g. books out of cubbies, materials needed from drawers, books from class library)

#### **Procedures**

- Working with a partner-yes this must be practiced at all grade levels
- Labeling work to hand in
- Use of Electronic devices:
- Asking the teacher for help
  - When working with other students
  - When teaching a lesson to the whole class
  - When he/she is at her desk
    - Expectation-what does it look and sound like?:
- Asking to leave the room:
  - Going to the nurse
- Going to the library:
- Tardy policy-what will you enforce:

## **Day 3**

### **All Day 1 and Day 2 Procedures**

#### **Procedure**

- Using a homework folder/notebook
- Working with a group
- Going to see another teacher
- Using the computer
- What to do if you are absent
- Taking a test
- Using a timer to monitor the time they have to work or complete a transition

- During Teacher Instruction in the front of the room

### **Days 4 and beyond...**

The above lists are not extensive, but important procedures to be sure to include. Invest the time at the beginning of school to help students get the procedures right. You can make it fun. Ask individual students to model, ask the whole class to model, and discuss why the procedures are important to the learning that will happen. Make it yours, make it entertaining- make a smooth run classroom the culture of your class. Your goal is for the class to eventually run itself, as if you weren't there. Use music, art, video, games and/or posters if needed. Don't be afraid to stop and take the time for students to get it right every time. If it means that math time is shorter because you practiced doing bell work correctly for 5 days or you have less time for writing because you needed to practice entering the room correctly on days 3, 4, and 6-that is okay.

### **Teaching Soft Skills-Tools to Succeed**

Beginning teachers are often surprised that students have to be taught "soft skills," too. These are the underlying skills that support learning for students to be successful. Many of these skills may not come naturally to students, and have to be modeled and explicitly taught, much like content. You may be surprised that students do not already know these by now and astonished you would need to explicitly teach and model these. Time invested to teach students to do these correctly is time saved when there are few questions and corrections to be made later. As you consider your lessons for the first few days and beyond, think about these skills and how you will model and teach these to students so they have the tools necessary to reach the content.

### **Strategies & Skills to explicitly teach:**

- How to take notes
- How to organize papers/notebooks
- How to use the textbook to read and get information (headings, infographics, glossary, index, etc.)
- How to study using notes
- How to study using the textbook
- How to work with a partner you don't like
- How to solve a conflict
- How to have a conversation about peer work
- How to ask a question when you don't understand
- How to recognize when you don't understand
- How to let someone know you are frustrated
- How to ask a friend for help
- How to know when not to ask a friend for help
- How to say please and thank you to show gratitude and get what you need
- How to politely interrupt
- How to appropriately get adult attention



