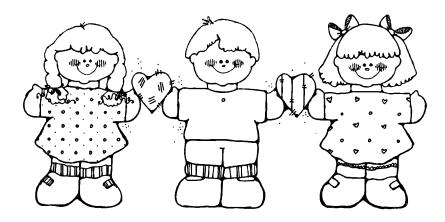


# New Teacher's Survival Guide

A Resource Guide for New Teachers





# **Table of Contents**

0a

I am the Teacher (Poem)	1
Safety Tips for Teachers	2
Avoiding Trouble: What to do if trouble comes your way?	4
23 Ways to Start the Year off Right	7
13 Ways to Beat the "First-Day Jitters"	9
Suggested First Day Activities	10
Starting the Year: Optimum Room Arrangements	11
Classroom Organization: Seating Arrangements	13
Visualizing My Classroom (Planning Sheet)	14
Supplies Checklist	15
Lesson Plan Checklist	16
Lesson Plan Template	17
Sample of School Grade Book Record	18
Substitute Survival Kit	19
How to be an Effective Classroom Manager	20
Homework Policy Planner	21
Procedures I Will Teach Early in the Year	22
Health Emergency Procedures	23
Student Interest Inventory	24
Sample Classroom Discipline Plan	25
Classroom Discipline Plan Agreement (Form)	26
Classroom Discipline Plan (Planning Sheet)	27
Teacher-Student Problem-Solving Conference Worksheet	28
Behavior Contract	29
Behavior Documentation Sheet	30
Think Sheet	31
Positive Reminder (P.R.) Plan	32
50 Opportunities to Say "You're Terrific!"	33
Discipline Checklist	34
Daily Progress Report (Form)	35
Weekly Progress Report 1 (Form)	36
Weekly Progress Report 2 (Form)	37
Discipline Self-Test for Classroom Teachers	38
Problem-Solving Phone Call Planner	39
Parent Conference Planning Sheet	40
Objectives for Parent-Teacher Conferences	41
Parent-Teacher Conferences: Pre-Conference Self-Assessment	42

.....

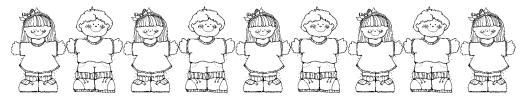


# <u>I Am The Teacher</u>



I have come to a frightening conclusion;

I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.



# **Safety Tips for Teachers**

### **Things to Remember**

- 1. Have a clear set of ground rules agreed upon by the class. The rules should be reasonable and the consequences of breaking the rules should be understood by all. The class should also understand the teacher can make exceptions if there are mitigating and extenuating circumstances.
- 2. Schedule some class time to allow for the discussion of students' problems.
- 3. Utilize parent contacts. Parental assistance is important.
- 4. Let students know their teacher cares about them

### DO

- Plan out your classroom's arrangement of furniture, desks and supplies for ease of traffic and visibility.
- Design seating charts that keep all students within eye contact.
- Learn all your students' names as soon as possible, preferably within the first 3 days of school.
- Greet students as they enter your classroom.
- Start class on time with something important.
- Be well prepared and organized.
- Teach and reinforce the classroom rules as if they are part of the curriculum
- Take time to listen.

- Expect good behavior
- Believe in every student's ability to learn and in your ability to teach.

### DON'T

- Snatch things away from students.
- Become confrontational.
- Physically block an exit.
- Argue or get on a student's level.
- Shout or put students down.

### Breaking up a Fight Safely

- Most fights can be stopped by a loud, stern voice. Give specific commands.
- Evaluate the situation. How many students are involved? How big are they? Is there anyone around who can assist you? Are weapons present?
- Identify yourself; call students by name.
- Defer to rules, not personal authority.
- Stay away from the middle.
- Avoid physical force, if possible.
- Before going into a fight, remove your glasses.
- Separate the aggressor and the victim.
- Remove participants to a neutral location; dismiss the audience.
- Send another student for help.
- Obtain identification, if you do not personally know the participants.
- Get medical attention for participants, if necessary.
- Provide protection and support for victims.
- Report the incident to the proper administrators and debrief relevant teachers.
- Create a written account of the incident.
- Follow up with the administration to ensure that the parents of all students involved are notified.

### **Battery**

Many batteries on staff members can be avoided if teachers or staff members maintain objective, nonthreatening attitudes towards students. Most students will respond to authority if they do not perceive a "loss of face" or "put down", particularly when the action is in front of their peers. However any aggressive actions by the students which result in staff members receiving intentional physical abuse should result in requests for expulsion.

Batteries occur most often when a teacher or staff member:

- Physically blocks an exit and one or more students attempt to slip through
- Grabs or pushes a student
- Takes contraband forcibly from a student
- Attempts to break up a fight
- Attempts to keep a student from fleeing

There are batteries that occur without provocation, and although these instances are rare, they do occur. Teachers and staff members should utilize force only when the student or other students are in immediate danger – or when the teacher or other staff member is in danger of physical abuse. In all other instances, assistance from security or other staff members should be sought.

Brought to you by: The Bureau of Adult/Vocational, Alternative and Dropout Prevention Programs Miami-Dade County Public Schools Some material was adapted from "Tips for Student Discipline", part of the American Federation of Teachers' Lessons for Life Program

### .....

Created by Ms. Mariely Sanchez at www.sanchezclass.com

# Avoiding Trouble What to do if trouble comes your way.

Whether you are a new teacher or just new to this school district, here are some things you should know which might save your job or career.

All teachers who lose their jobs are not evil or incompetent. Many good teachers with the best of intentions find themselves in trouble and facing disciplinary action because they fail to use good judgment and common sense. Here are a few hints and suggestions that we at United Teachers of Dade hope will serve as reminders if you have the occasion to face some of these situations.

### **Union Representation**

If you are a union member, you have an absolute right to the presence and counsel of a union representative at a meeting, where your conduct is being questioned and you believe disciplinary action may result. If you are in doubt about whether you are entitled to union representation, ask for it any way.

Below are but a few examples of situations which could confront a teacher any moment of the day and, if teachers don't use common sense in confronting these situations, career-threatening consequences could result. If you find yourself in a situation where your conduct is being questioned and you believe disciplinary action may result, contact your Building Steward.

### Sex

Unless you are a guidance counselor or a teacher assigned to teach students about sex and sexual situations, teachers should avoid discussion about sex with their students. This includes avoiding discussing your personal life or the student's personal life, especially if the discussion relates to a sexual situation. Be aware of how your conduct and your manner of dress can be perceived by students 

### **Notes and Jokes**

Personal notes should never be written unless they deal solely with educational matters.

Notes and jokes can get you into trouble and should be used, if at all, within the educational context of your assignment. Jokes and stories can be misinterpreted and may be offensive to certain individuals or groups

### **Handling Money**

Regardless of the circumstances, do not handle money unless you first understand the procedures required by Miami-Dade County Public Schools. The UTD Contract states, *"Teachers shall not be assigned or required to perform the following non-teaching duties...Collect or transmit money for any purpose\*."* 

\*Article X, Section 1, Paragraph E

No matter what kind of teacher you are, at some point in your teaching experience, you will be asked to handle money. It might be as simple as holding lunch money for your students or as significant as managing a major fundraiser at your school. If the procedures for handling money are not in writing, you should do your part to get them reduced to writing and then follow the procedures exactly. The only way a school board employee can forfeit his or her state retirement is by stealing or misappropriating school funds. Sometimes it is hard to draw a distinction between mishandling and misappropriating. Be careful when you handle money.

### Being alone with students

Do not place yourself in situations outside the educational setting of your school where you could be alone with a student. This includes giving a student a ride in your car, taking a student home with you, taking a student to a movie or camping, etc. Anytime you are alone with a student, you are at a greater risk than when you are with a group of students and/or in the presence of adults. If there is an allegation of misconduct which allegedly occurred between you and the student, there are only two witnesses – you and the student – what *really happened* no longer becomes the issue. The issue becomes credibility – whose version of the incident is more believable? Yours or the student's?

### **Touching Students**

Any time you touch a student you place yourself at risk. Use common sense when you touch a student and, to the extent possible, avoid physical contact of any kind in a situation involving only you and the student, i.e., where there are no witnesses. Anytime you touch a student and that touch is unwanted by the student, you risk being charged with excessive force and/or assault and battery and face possible disciplinary action and a civil suit for damages. We are not only talking about inappropriate touching of student's private parts. We are also talking about grabbing a student's arm, tapping them on the head, guiding them with a gentle shove, pushing a student down in their seat, etc.

### **Showing Videos**

Do not show any videos in your class unless you first understand the procedures required by your school district for the selection and showing of videos. Check your contract, and consult with your Building Steward, principal, or media specialist to determine how videos are handled in your school. Only approved videos may be shown. It is an excellent idea to preview any videos to be shown in your classroom if you are not familiar with the content. Teachers with the best intentions have been disciplined and have lost their teacher certificates as a result of showing inappropriate videos to students. Be careful with videos.

### **Internet Use**

It you utilize a computer and/or the Internet while at work it should be for work related tasks.

If you send notes or jokes that could be viewed as sexual, "off-color" or offensive you place yourself at risk for disciplinary action. Use of the Internet for anything other than work related tasks also places you at risk. Using a M-DCPS computer to view pornographic materials of any kind is prohibited. This applies to any time of the day whether you're such access occurs during working hours or after working hours. If you have questions regarding appropriate use of the computer/Internet contact your Union Steward or call UTD at (305) 854-0220. Our hope in providing you with this information is to encourage your understanding of the fact that good teachers get in trouble too. Good judgment and common sense are the best defense, but when you need help, you need to know that you are not alone. United Teachers of Dade, Florida Education Association, along with the AFT & NEA provide competent and experienced professionals to assist you in protecting your job and your career. Good luck as you embark on your career!

# 23 Ways to Start the Year off Right

"Plan ahead to get ahead" is an idea that still works. Getting off on the right foot can affect your whole year, and here are some ideas to think about.

- . Build relationships. Show your friendliest face to people at your worksite, both in your job category and those in other jobs. Get involved in employee activities.
- 2. Personalize your work area. Whether it's a classroom or a tool room, make the environment say something about yourself.
- 3. Introduce yourself. Post a short biography where passerby and visitors will see it. Even if it's nothing more than where you grew up, your marital status, and your major hobby, it will help others open up to you.
- 4. Post the rules. Whether they are rules of student behavior or telling people to leave your tools alone, establish your rules in your workplace.
- Be sure you know district policy and your supervisor's preferred way of having things done. Avoid unnecessary trouble by going along with things that don't really bother you.
- Get organized. The beginning of a school year is a perfect excuse to tidy up your work area, to throw away everything you don't really need, to organize what you need, and to organize what you keep.

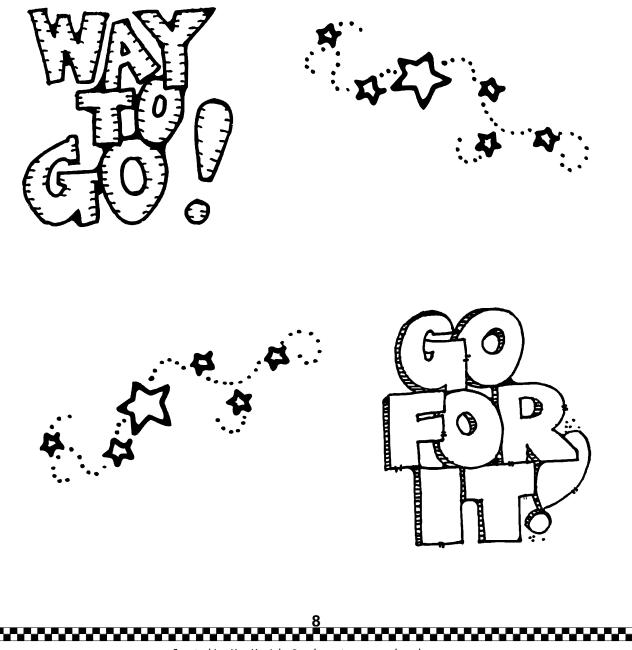
- Keep records. Don't limit yourself to the records you're required to keep as part of your job. If you spend your own money on a job-related expense, for example, save the receipt and deduct it.
- 8. Improve yourself. Set a goal for improvement of your professional abilities; plan a way to accomplish the goal and record progress along the way.
  - Develop resources. Develop your own sources for information and help, and remember to thank the people who help you a lot when it's an appropriate time to give somebody a small gift.

- 10. Prepare yourself mentally. Every job includes duties you would rather not do. Steel yourself to do those chores at the time they are required, and put them behind you.
- 11. Optimize your personal performance. Be honest with yourself about tendencies or influences that could prevent you from doing your best on the job. Then find ways to work around them, or modify your behavior or determine who could help you when you need it.
- 12. Be realist. When you think about your work, your career, your personal place in the universe, choose attainable goals and a broad perspective. Some people depress themselves by setting unrealistic expectations.
- 13. Take responsibility for your health. You owe it to yourself, your family, your co-workers and your employer to be as healthy as you can be. Your job performance and your whole attitude suffer when you neglect your health.

- 14. Find a shoulder. Among your resources, be sure to identify at least one person where you work who will really care if you're having a bad day. If it's worse than just a bad day, thing about finding a professional shoulder.
- 15. Know your rights. You have rights under the Constitution and the union contract. Know them and don't let anybody deprive you of your rights.
- Plan ahead, "Plan your work and work your plan" is a formula for success. Anticipate consequences and you won't be unpleasantly surprised.
- 17. Support your Union. Join UTD for the moral support of others who know how hard your job is, for the protections of the contract and to demonstrate your support of the organization that bargains your contract.



- 18. Make a good impression. If you look as if you're doing a good job, you probably are.
- 19. Build an attitude. "A smile doesn't cost a nickel, but it's worth a million bucks" still works too. If you wear a smile on the outside, it will actually cheer you up.
- 20. Foster curiosity. Everybody who works around children should take advantage of every opportunity to add to their knowledge. Most teachers remember to work at fostering curiosity, but everybody in every school-related job can help enrich the students.
- 21. Start new things at your own pace. Whether it's starting the school year as a teacher or a new bus run or a different kind of maintenance project, don't rush headlong. Take the time to do it right.
- 22. Don't surprise the boss. If you keep your principal or supervisor up to speed about what you're doing, everybody will find life easier.
- 23. Finally, stay flexible, be patient and keep your sense of humor. Everything else will fall into place.



# 13 Ways to Beat the "First-Day Jitters"

- 1. Know the rules. Get acquainted beforehand with school policies and procedures, such as opening and closing hours, attendance procedures, fire drill regulations, lunchroom regulations, nurse services, etc.
- 2. Find out where. Familiarize yourself with the building. Locate the exits, the principal's office, the gym, the nurse's office, the cafeteria, the supply room, the faculty lounge, media center, and so forth.
- 3. **Introduce yourself.** Meet the teachers in your hall. They can be of real help in the first few weeks of school. And take the time to say "hello" to other important people in your building the librarian, the counselors, the school nurses, the cafeteria workers and custodians.
- 4. **Decorate your room.** Get your room ready. Make sure your classroom is friendly and livable for opening day. Put up pictures, design a colorful bulleting board, and add a few plants.
- 5. **Use traditional seating.** Start with the traditional arrangement of desks until you've established control and know your students' names. Make a temporary seating plan. (You'll want to change it later, but it'll put you in command on opening day and help you learn names.)
- 6. Get your materials ready. Make sure you have all the materials you'll need for getting school under way paper, pencils, books, and so forth.
- 7. **Schedule your time.** Make a detailed schedule for the first few days, including times for each subject, restroom and lunch breaks, and other times your students will leave the room.
- 8. Get there early. On the first morning, arrive early so you'll have time to ask any last-minute questions, go over final plans, and relax before the students come in.

- Greet your pupils. Be in your room when the pupils arrive. Have your name written on the chalkboard. Greet the students with a smile and a pleasant "Good Morning." Encourage them to be seated and remain so.
- 10. Get down to business. Make opening exercises brief. Your goal for the morning is to get down to business.
- 11. **Plan, plan, plan.** Create lesson plans for the first few days. Plan at least twice as much as you think you can cover. Write down everything. Detailed plans will give you a feeling of security when facing the class for the first time.
- 12. **Go over the rules.** Introduce your students to your classroom rules and regulations the first day. There must be a way of getting books and materials, of sharpening pencils, of entering and leaving the room, and so forth.
- 13. **Start the learning.** Make the first day of school a real one. Accomplish some constructive learning with your students. A good start yields big dividends later on.

	Suggested First Day Activities
Number t	he activities you plan to include, in the order that you will conduct them.
	Make introductions – teacher, students, staff.
	Distribute or have students prepare name tags or desk tags.
	Take attendance.
	Give an overview of some of the exciting activities and projects you've planned.
	Explain the morning routine pattern.
	Tour the classroom. Explain the storage and use of supplies.
	Conduct "get acquainted" activities. You may go around the room and have students tell their names and their favorite thing to do.
	Distribute materials (textbooks, pencils, crayons, rulers, etc.)
	Read aloud to students (material depends on grade level).
	Teach a subject-area lesson with a follow-up art activity. (Keep it simple.)
	Sing songs.
	Facilitate a creative writing activity.
	Ask for a "birthday count" and fill in a birthday chart.
	Hand out parent letters and notes from the office.
	Assign students to guide new students around the school. If many of your students are attendin the school for the first time, include a tour of school grounds for the entire class. (Show restroor office, cafeteria.)
	Introduce the class rules. Send home a copy of your discipline plan along with a letter of introduction.
	Teach specific procedures for different activities as those activities arise.
	Take a Student Interest Inventory.
_	

# Starting the Year: Optimum Room Arrangements

### **Guidelines for Room Arrangement**

- High-traffic areas are free of congestion.
- Students are always visible to the teacher.
- Storage space and necessary materials are readily accessible.
- Students can easily see instructional displays and presentations.

### Avoid unnecessary congestion in and around:

- Group work areas, centers, and stations
- Pencil sharpener and trash can
- Bathrooms, sink, and water fountain
- Bookshelves and storage areas
- Students' desks
- Teacher's desk

### **Tips for Arranging Furniture**

- Make sure all students can easily see (1) you, the teacher when you are presenting information, (2) chalkboards, (3) overhead projector screen, (4) instructional displays.
- Keep in mind potential distractions such as windows and doors, animals or other interesting displays, small group work areas.

- Leave plenty of room around student desks so that you can get to each student when monitoring.
- Locate your desk, work areas, and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in "blind corners" where you will not be able to monitor adequately.
- Plan to seat students who need extra help or attention close to where you will be most of the time.
- If you must use tables or desks with inadequate storage space, you will want to have "tote trays" or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.
- Even if other arrangements are to be used later in the year, consider planning student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.



### Storage Space

- Place instructional materials that you will need where they are easily accessible to instructional areas.
- Include adequate, convenient space for students' coats, lunch boxes, and other things, such as show-and-tell items and other materials.
- Find easily accessible shelves on a bookcase for everyday books and materials that will not be kept in students desks.
- Place long-term, seldom-used or special-occasion items at the back of cupboards, on top of cabinets or out of the room, if possible.

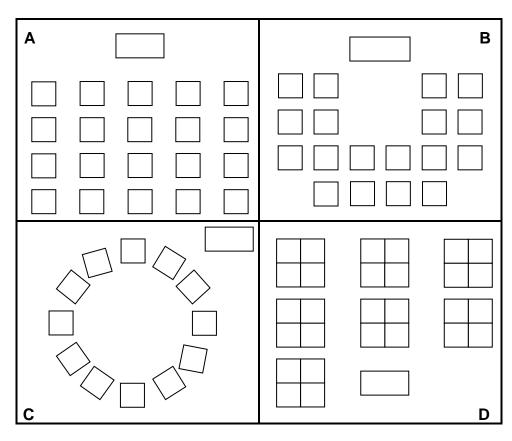
### Other Things to Consider

- Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if
  possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet or individual
  assignment sheets.
- Check all electrical equipment (e.g., overhead projector, tape or CD player, VCR or DVD player) to be sure it is working and that you know how to use it **before** using it in class. Be sure an electrical outlet is within easy reach or have a sturdy extension cord available. Plan a space to post instruction for the use of complicated equipment.
- Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work, and extra-credit activities.



# **Classroom Organization: Seating Arrangements**

When setting up a floor plan for students, consider your teaching style and lesson plans, and make seating arrangements accordingly. Here are a few options:



### **Traditional Rows**

With a small number of rows, this arrangement can be very effective for teachers who frequently use boards or overhead projectors. This arrangement is also best used when conducting tests, but this setting does not have to be the default room arrangement. The role of the teacher here seems that of a cop.

#### The U-Shape or Horseshoe

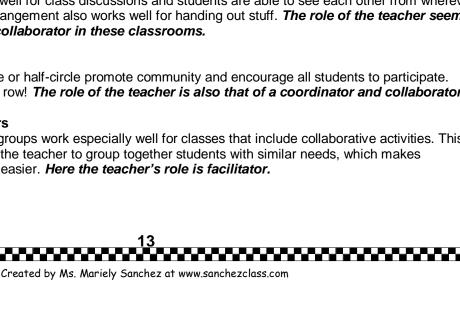
This arrangement works well for class discussions and students are able to see each other from wherever they are seating. This arrangement also works well for handing out stuff. The role of the teacher seems to be coordinator and collaborator in these classrooms.

### **Circle or Half-Circle**

Desks or tables in a circle or half-circle promote community and encourage all students to participate. Everyone sits in the front row! The role of the teacher is also that of a coordinator and collaborator.

### **Group Seating / Clusters**

Desks or tables in small groups work especially well for classes that include collaborative activities. This arrangement also allows the teacher to group together students with similar needs, which makes individualized instruction easier. Here the teacher's role is facilitator.



# Visualizing My Classroom

On the space below, try and visualize how you would like to arrange your classroom. Design your classroom layout using the guidelines and suggestions outlined in the previous section.

# 1234567



Created by Ms. Mariely Sanchez at www.sanchezclass.com

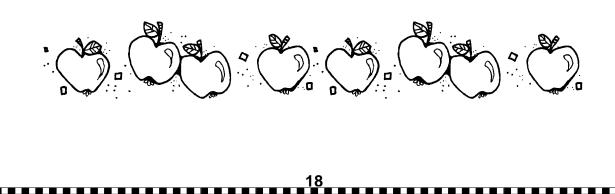
Supplies	Checklist
Supplies for Your Desk	
Lesson plan book	"Stickies" (Post-it® Notes)
Grade book	Teacher editions of textbooks
Substitute folder	Dictionary, Thesaurus
Pencils, pens and markers (including permanent and overhead projector markers)	Clipboard
Erasers	Timer or stopwatch
Scissors	Reward or incentive stickers
Ruler	Rubber stamps and ink pads
Stapler and staples	Index file and cards
Staple remover	File folders
Tape dispenser and extra roll of tape	Small tools (screwdriver, hammer)
Paper clips	Box of tissues
Rubber bands	Supplies for the Classroom
Push pins, tacks	Pencils, crayons, markers
Glue, paste	
Hole punch	Rulers
Note paper	Glue
	Writing paper
	Construction paper (various colors)
B. A OL	Math manipulatives
	Computer disks
	Art supplies (yard, glitter, fabric, etc.)
	Other Supplies I Need
E = 380	
	□

	Lesson Plan Checklist
~~~ f yc	bu area able to place a check by all of the questions on this checklist, you are well on your way.
I.	Does the lesson plan have objectives
	<ul> <li>that are specific and measurable?</li> <li>that meet school, county, and state requirements in your subject?</li> </ul>
	that will be shared with students at the beginning of the lesson?
	that will be referred to during the lesson?
2.	Does the lesson plan have activities (More than one!)
	☐ that include set (motivational introduction) and closure?
	that will fill the allotted time?
	that are sequenced logically?
	<ul> <li>that require more than passive listening?</li> <li>that utilize more than one group size?</li> </ul>
	that use media if appropriate?
	that accommodate two or more learning styles?
	that utilize appropriate methods for this class?
	☐ that accommodate instruction at more than one cognitive level if appropriate?
3.	Does the lesson plan include provision for instruction
	on necessary background for the lesson?
	on important dimensions or application of the subject?
	in all necessary topics of the subject?
4.	Does the lesson plan list materials
	that are appropriate for the subject and the students?
	that are supplementary or differentiated, if appropriate?
5.	Does the lesson plan provide for clear assessment of the lesson's objectives, such as:
	examination of students' work or performance (by teacher and/or students)?
	teacher observation of student response or performance?
6.	□ Is the lesson plan flexible enough that you can change it should you need to?
7.	Does the lesson plan include home learning assignment(s)?

# **Lesson Plan Template**

Горіс:	Grade/Subject:	Date(s):
Learning Objectives:		
Materials:		
Procedures: (Can include any combination review and assessment.)	of elements such as presentation, individu	al activity, group work, class discussion,
Homework Assignment (if a	oplicable):	
Follow-up Activity:		

	~~~~~~	hool Grade Book Record
EACHER:		
EAR/TERM:		
JBJECT:		
DOM:		
jend/Codes and §	Symbols:	
/ = Unexcuse X = Excused A		CR = Class Cut/Referral DN = Deficiency Notice Issued
$\varnothing$ = Unexcuse $\otimes$ = Excused	-	M = Written Message to Parents P = Personal Conference with Parent
	Completed & Turned	T = Telephone Conference with Parent In FN = Failure Notice
E = Entry Date W = Withdraw	< Not Completed New Student al Date of Student Date to New Class	
E = Entry Date W = Withdraw TR = Transfer	e New Student al Date of Student	CONDUCT GRADING SCALE/CODE
E = Entry Date W = Withdraw TR = Transfer <u>ACADEMI</u> A 90-100 B 80-89 C 70-79 D 60-69	e New Student al Date of Student Date to New Class C GRADING SCALE 4 points 3 points 2 points 1 point	A = Excellent B = Above Acceptable/Very Good C = Acceptable D = Unacceptable
E = Entry Date W = Withdraw TR = Transfer <u>ACADEMIC</u> A 90-100 B 80-89 C 70-79	e New Student al Date of Student Date to New Class C GRADING SCALE 4 points 3 points 2 points 1 point	A = Excellent B = Above Acceptable/Very Good C = Acceptable



Substitute Survival Kit
Substitute,
k you for filling in during my absence. I hope you will have a pleasant, productive day. To make your day r, I have enclosed several items in this folder:
Student roster(s).
Class seating chart(s).
Class schedule(s).
Directions on where to find my plan book and necessary supplies.
Extra activities in case you need to fill extra time.
Names of a few responsible students to use as helpers.
Names and schedules for any students who need to leave the room for special programs.
Copy of my discipline plan.
Map of the school.
Notepad for recording comments about how the day went.
have any questions, I'm sure the following teacher would be happy to help you:
, in Room
ks again, and have a wonderful day!

# How to be an Effective Classroom Manager

Before school starts, effective classroom managers plan how they want their classrooms to operate and then develop a set of rules and procedures to meet their personal and school expectations.

- 1. **Rules** govern behavior such as student talk, respect for others and their property, etc. Effective managers limit rules to a few and then state them in generic language encouraging students to take responsibility for their personal behavior.
- 2. **Procedures** apply to specific instructional routines or housekeeping tasks such as: using the bathroom or water fountain, distributing and collecting materials or assignments, getting the teacher's attention, lining up, movement within the classroom or to other school areas, taking down assignments, etc.

Effective classroom managers develop a reasonable system for consistently reinforcing their rules and procedures, which includes positive feedback and rewards for good behavior, and fair and appropriate consequences for inappropriate behavior.

Effective managers establish a hierarchy of consequences or sanctions which they feel comfortable administering. A hierarchy of consequences might range from: (a) establishing eye contact, pointing a finger, moving closer to the student, to (b) having the student re-state the broken rule, conferencing with the student, withholding a privilege, assigning detention, to (c) contacting the parents, behavior contracting or visiting the principal

### Learn to Overlap

Each student should know exactly what to do while you are handling overlapping situations – managing two activities at the same time. For example, before leaving those involved in one activity, tell them your expectations even while you prepare to coach another activity, such as modifying behavior in another group.

### Spot Check

Frequently scan the entire class. This action sends cut-off signals to others who may want to disrupt the class.

### Interact Directly

Ask, "Johnny, are you finished with your assignment?" "Mary, why are you away from your desk?"

### Target Misbehavior

Blaming the wrong student for a rule infraction can result in students sensing the teacher doesn't know what's going on.

Finally, locate your desk, work areas and instructional area where you can see **all** of the students **all** of the time. Avoid placing centers and work areas in "blind corners" where you will not be able to monitor adequately.



Homework Policy Planner Use this form as a planner when you Develop your Homework Policy.
Why do you assign homework?
What are the types of homework you will assign?
How often will you assign homework? How long should the assignments take?
What guidelines will you give students for completing homework?
What are the student's responsibilities in the homework process?
What are the responsibilities of parents in the homework process?
What are the teacher's responsibilities?
How will homework affect a student's grade?
Now use the informaton on this sheet to write your homework policy letter to parents.
<b>21</b> Created by Ms. Mariely Sanchez at www.sanchezclass.com

# **Procedures I Will Teach Early in the Year**

### **Daily Procedures**

- Entering the classroom
- Walking in a line
- Entering the classroom in the morning
- Listening to the teacher
- Passing out papers or books
- Sharpening pencils
- Moving about the classroom
- Using classroom equipment
- Working with a partner
- Working in small groups
- Going to the restroom

 $\Box$ 

 $\square$ 

- Lining up for P.E. or to go to an assembly
- Entering the class after P.E.
  - Getting ready for lunch
  - Walking to the cafeteria
- Turning in completed work
- Recording homework
  - Getting ready to go home for the day

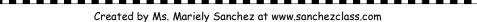
### **Special Procedures**

- Practicing fire drills
  - Going to the library or to an assembly
- Going on a field trip

### **Academic Activities**

Working on research projects	
Working on an independent assignment	
Working in pairs at the computer	
Having a class discussion	
Conducting sustained silent-reading time	
Giving oral reports	
Taking tests	
Listening to the teacher present information	
Working in cooperative groups	
□	
□	





~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	******
ency Procedures	Health En
jency, contact:	In case of a student illness or medical
	🗌 Main Office
	Nurse's Office School nurse's hours:
v do you contact the office?	If you do not have a phone in your roo
	8
t aid supplies?	For urgent situations, where can you t
	Who is authorized to administer first a
	For urgent clean-up needs, contact:
	Main Office
	Custodian
23	For urgent clean-up needs, contact:

Stud	ent Interest Inventory	
Name:		
Today's Date:	Birth Date:	
Brothers and Sisters:		
Name:		Age:
Special friends:		
What I like to do	o most at home:	
These are my favorite h	obbies:	
These are my favorites:		
Book:	TV show:	
Movie:	Food:	
Singer:	Song:	
If I had one wish, it would be:		
School would be better if:		
If I had a million dollars, I would:		
	at I liked the most:	
This is what my teacher did last year tha	at I liked the least:	
	24	

Created by Ms	. Mariely Sanchez	at www.sanchezclass.com
---------------	-------------------	-------------------------

# Sample Classroom Discipline Plan

### Dear Parent(s):

In order to provide our students with the excellent educational climate they deserve, we have developed the following Classroom Discipline Plan that will be in effect at all times.

### **Rules:**

- 1. We always follow directions the first time they are given.
- 2. Only one person talks at a time. No disruptions allowed.
- 3. We always stay in our seats and work quietly.
- 4. We keep our hands, feet, and objects to ourselves.
- We walk quietly at ALL times. 5.

### **Consequences:**

1 <sup>st</sup> time:	Name on teacher's pad	=	Warning
2 <sup>nd</sup> time:	1 check after name	=	Lose daily reward
3 <sup>rd</sup> time:	2 checks after name	=	30 minutes detention, parents notified
4 <sup>th</sup> time:	3 checks after name	=	1 hour detention, parent conference
5 <sup>th</sup> time:	4 checks after name	=	Parent, teacher and administrator conference

### Severe Disruption:

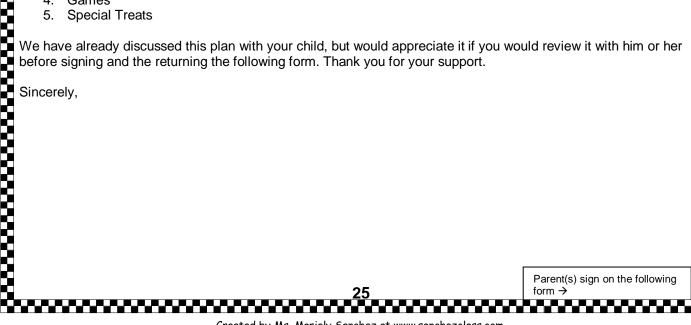
Immediately sent to administration

### REWARDS:

- 1. Stickers and Happy Grams
- 2. Super Coupons
- 3. Free Time
- 4. Games
- 5. Special Treats

We have already discussed this plan with your child, but would appreciate it if you would review it with him or her before signing and the returning the following form. Thank you for your support.

Sincerely,



'hild'a Nama:	iscussed it with my child.
	Date://
Parent(s)/Guardian Signature:	
Comments:	
PIP	ase SIGN 10. return
a di	$10, 1$ $e \cup 0$ $11$
and the second s	
Please provide emergency information below that v	
Nother (guardian) Name:	Work Phone:
ather (guardian) Name:	
	Work Phone:
)ther pertinent emergency information:	
Other pertinent emergency information:	
Other pertinent emergency information:	

Rules		<b>Classroom Discipline Plan</b>	
Positives		VIGSTOVIII DISCIPIIIIE I IAII	
Positives			
	Kules		
Consequences	Positives		
Consequences			
Consequences	•		
	Consequences		

Created by Ms. Mariely Sanchez at www.sanchezclass.com

	er-Student Problem-Solving
Student's Name:	
Class/Grade:	Date:
Problem (and reasons for your	r concern):
Student input as to why proble	em is occurring:
Steps you can take to help:	
Actions student can take to so	lve problem:
Summarize conference (restat	e your behavior expectations):
Follow-up/Comments:	

Created by M	s. Mariely	Sanchez at	www.sanchezclass.com	
created by ma	5. Mai iery	Sunchez ur	www.sunchezelass.com	

	Donavi	or Contract			
	Student's Na	ame:			
nis studer	nt has agreed to try to impro	ove his or her behavior and promises to:			
If the student does as agreed, the student will:					
If the student does not fulfill the agreement, the student will:					
This contract will be in effect for:					
Student's S	Signature:	Date:			
	Signature:	Date:			
Feacher's S					

udent:		Teacher:
		hone:
		lone
Date and Time	Problem Behavior What did you observe? List facts: specific behaviors, where it happened, who was involved.	Actions Taken Describe your responses to the misbehavior including actions for positively encouraging improvement and parent contact.
Results of Acti	ons Taken	
Results of Acti	ons Taken	
Results of Acti	ons Taken	
Results of Acti	ons Taken	
Results of Acti	ons Taken	

.....

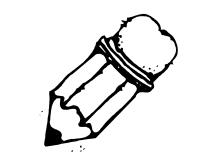
What I did:

What effect my actions had on others:

What I could have done:

What effect this action would have on others:

What I will do differently next time:



....

# P.R. (Positive Reminder) Plan

Preview the strategies below and incorporate them into your lesson plans. Gradually add and vary your techniques for reinforcement. When you feel ready, assess yourself to see how many times you implement one or more of the following strategies within the course of a week.

- 1. "Catch students being good." Write it in your plan book or on a sticky note on your desk so you will watch for and reinforce positive behavior.
- 2. Fairly distribute your praise. Each time you acknowledge a student for positive behavior during class, jot down his or her name or initials. Keep track of whom you praise and how often.
- 3. Set a "praise goal" for the class. For example, try to praise several students during the day so that within a week you will have acknowledged every student you teach. This exercise can prove especially helpful in developing the habit of seeing the good in every student.
- 4. Set a weekly goal for positive notes home. Remember the importance of positive notes or phone calls home in motivating students and creating rapport with parents. Set a goal of several calls or notes a week to ensure that you contact each student's family during the semester.

### Praise Goals and Plans for the Week

..... ..... Created by Ms. Mariely Sanchez at www.sanchezclass.com

# 50 Opportunities to Say "You're Terrific"

There are hundreds of opportunities to praise students each day of the year. Don't let these moments slip by.

### Praise students for:

- Entering the classroom 1. quietly.
- 2. Putting away coat and backpack.
- 3. Cooperating while teacher takes attendance.
- Returning permission slips 4. and school forms on time.
- 5. Transitioning into an activity appropriately.

- Following directions. 6.
- 7. Saying "please" and "thank vou."
- 8. Listening attentively.
- 9. Helping a classmate.
- **10.** Lining up appropriately.
- **11.** Turning in homework.
- **12.** Being a good audience at an assembly.
- **13.** Beginning work right away.
- **14.** Asking guestions when unsure.
- 15. Good behavior during a test.
- 16. Participating in a class discussion.
- **17.** Walking appropriately in the halls.
- **18.** Working cooperatively with a partner.

19. Good behavior during a field trip.

- 20. Cleaning up.
- 21. Extra effort on an assignment.
- **22.** Assisting a new student.
- 23. Remembering to shuttle correspondence or permission slips to and from parents.
- 24. Making up missed assignments.
- **25.** Extra effort on a long-term project.
- 26. Sharing.
- 27. Being sensitive to others' feelings.
- 28. Learning a new skill.
- 29. Appropriate use of school property.
- **30.** Returning borrowed books and materials.
- **31.** Showing enthusiasm.
- 32. Being responsible for a classroom job.
- 33. Offering help without being asked.
- 34. Not wasting paper and supplies.
- 35. Telling the truth.
- **36.** Accepting a new challenge.



# **Discipline Checklist**

Student:

$\checkmark$	Action Taken	Date
	Intervention Strategies For example: change seat, time out, loss of privilege, write reasons why the situation occurred, write how to handle the situation differently next time, write class rules. Never give lines. Give the student an opportunity to express him/herself.	
	List Three:	
	1.         2.         3.	
	Student-Teacher Conference	
	Call to Parent/Home Visit	
	Teacher-Parent Conference	
	Daily/Weekly Progress Reports	
	Detention	
	Behavioral Contract	
	Conference with Counselor	
ADDITIC	ONAL NOTES/INFORMATION:	

Created by Ms. Mariely Sanchez at www.sanchezclass.com

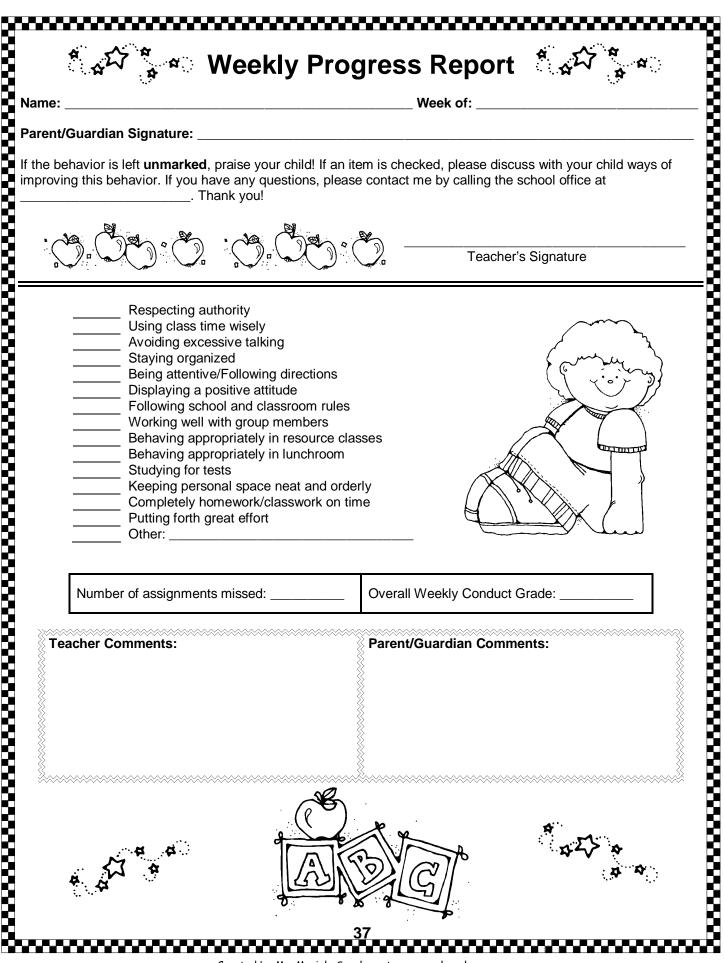


Name:

Week of: \_

Monday       Image: Constraint of the second s	Date	Comments fr Teache		$\odot$		$\odot$		t/Guardiaı gnature	ı
Wednesday       Image: Constraint of the second secon	Monday 								
Thursday       Image: Constraint of the second	Tuesday 								
Friday       Image: Constraint of the second	Wednesday 								
The Expressions Above Represent the Following         Image: Constraint of the Expression of the Ex	Thursday								
Excellent Good Needs Improvement	Friday 								
Excellent Good Needs Improvement		he Expression	s Above Ro	eprese	ent the	e Follo	owing		
	$\left\{ \right\}$	$\odot$				$\overline{\mathbf{i}}$		$\sum$	>
	Parent/Guardian	Comments:				•			
					¥.)				

Prog	gress	Comments
Behavior	Excellent  Very Good  Good  Needs Improvement  Unsatisfactory	
Language Arts	Excellent     Very Good     Good     Needs Improvement     Unsatisfactory	
Reading	Excellent     Very Good     Good     Needs Improvement     Unsatisfactory	
Mathematics	Excellent     Very Good     Good     Needs Improvement     Unsatisfactory	HP3/1051890
Science	Excellent     Very Good     Good     Needs Improvement     Unsatisfactory	
Social Studies	Excellent     Very Good     Good     Need Improvement     Unsatisfactory	
Study/Work Habits	<ul> <li>Needs some assistant</li> <li>Needs much assistant</li> <li>Gets distracted easily</li> </ul>	and completes all work. ce but completes work. ce and takes a long time to complete work. and does not complete work.
Effort	<ul> <li>Puts forth maximum e</li> <li>Puts forth effort.</li> <li>Does not put forth effort</li> </ul>	Contraction of the second s
eacher's Signature: arent/Guardian Commo		t/Guardian's Signature:



# **Discipline Self-Test for Classroom Teachers**

Thomas R. McDaniel, Professor at Converse College, Spartanbug, S.C., has devised an informal test, a checklist, for teachers to become more aware of their classroom discipline. After taking the test, give yourself the following scores:

A score of 90-100 is excellent, 80-89 is good, 70-80 is fair, and below 70 is poor.

Usually       Sometimes       Never         1.       I get student's attention before giving instruction(s).		A Checklist on Discipline for Classro	oom Teacher	S	
2.       I wait for students to attend rather than talk over chatter.			Usually	Sometimes	Never
3.       I quickly get students on-task.	1.	I get student's attention before giving instruction(s).			
4.       1 give clear and specific directions.	2.	I wait for students to attend rather than talk over chatter.			
5.       I set explicit time limits for task completion.	3.	I quickly get students on-task.			
6.       I circulate among students at work.	4.	I give clear and specific directions.			
7.       I hold private conferences/conversations during class.	5.	I set explicit time limits for task completion.			
8.       I model courtesy and politeness.	6.	I circulate among students at work.			
9.       I use a quiet voice in the classroom.	7.	I hold private conferences/conversations during class.			
10.       I use the "soft reprimand" rather than raise my voice.	8.	I model courtesy and politeness.			
11.       I use a variety of cues to remind students of expected behavior.	9.	I use a quiet voice in the classroom.			
behavior.	10.	I use the "soft reprimand" rather than raise my voice.			
13.       I enrich my classroom to improve students' motivation.	11.				
14.       I impoverish my classroom to improve students'	12.	I teach students my cues.			
14.       I impoverish my classroom to improve students'	13.	I enrich my classroom to improve students' motivation.			
movements on student behavior.	14.				
inattention.       Imattention.         17.       I use proximity to improve classroom control.       Imattention         18.       I communicate positive expectations of good behavior to my class.       Imattention         19.       I have clear and specific rules that I teach my students.       Imattention         20.       I refuse to threaten or plead with students.       Imattention         21.       I consistently follow through with consequences to enforce rules.       Imattention         22.       I use I-messages assertively to tell students what I want them to do.       Imattention         23.       I use I-messages in a humanistic way to communicate my feelings.       Imattention         24.       I respond to behaviors I like with specific, personal praise.       Imattention	15.				
18.       I communicate positive expectations of good behavior to my class.       Image: Communicate positive expectations of good behavior to my class.         19.       I have clear and specific rules that I teach my students.       Image: Communicate positive expectations of good behavior to my class.         20.       I refuse to threaten or plead with students.       Image: Communicate positive expectations of good behavior to plead with students.       Image: Communicate positive expectations of good behavior to plead with students.         21.       I consistently follow through with consequences to enforce rules.       Image: Communicate positive expectations what I want them to do.       Image: Communicate positive expectations what I want them to do.       Image: Communicate provide the provide the provide the expectation of the expectation of the expectation of the provide the expectation of th	16.	•			
18.       I communicate positive expectations of good behavior to my class.       Image: Communicate positive expectations of good behavior to my class.         19.       I have clear and specific rules that I teach my students.       Image: Communicate positive expectations of good behavior to my class.         20.       I refuse to threaten or plead with students.       Image: Communicate positive expectations of good behavior to plead with students.       Image: Communicate positive expectations of good behavior to plead with students.         21.       I consistently follow through with consequences to enforce rules.       Image: Communicate positive expectations what I want them to do.       Image: Communicate positive expectations what I want them to do.       Image: Communicate provide the provide the provide the expectation of the expectation of the expectation of the provide the expectation of th	17.	I use proximity to improve classroom control.			
20.       I refuse to threaten or plead with students.	18.	I communicate positive expectations of good behavior to			
20.       I refuse to threaten or plead with students.	19.	I have clear and specific rules that I teach my students.			
enforce rules.	20.				
them to do.       I use I-messages in a humanistic way to communicate       I       I         23.       I use I-messages in a humanistic way to communicate       I       I       I         24.       I respond to behaviors I like with specific, personal       I       I       I         praise.       I       I       I       I       I	21.				
my feelings.	22.	<b>a b</b>			
24. I respond to behaviors I like with specific, personal	23.	I use I-messages in a humanistic way to communicate			
	24.	I respond to behaviors I like with specific, personal			
	25.	I use nonverbal, social, and activity reinforcers.			

.....

Problem-S	Solving Phone Call Planner	
Date of Call:		
Student's Name:	Teacher:	
Parent or Guardian:		
Home Phone:	Work Phone:	
Jot down points you want to cover ir	n each of these areas during the call.	
Statement of concern:		
Describe the specific problem or behav	ior:	
Describe steps you've taken so far:		
Get parent input on the problem:		
Record parent's comments:		
Present ideas for solutions:		
What you'll do at school:		
<ul> <li>What you'd like the parent to do at ho</li> </ul>	me:	
Reassure the parent the problem can b	e solved:	
	nt can expect:	
Notes:		

Created by Ms. Mariely Sanchez at www.sanchezclass.com

Name:	Conference Date:
Name:	Time:
xample of student's unique quali	ty:
	e conference:
cademic strengths of the student	t:
cademic weaknesses that should	d be discussed:
-	r the rest of the year:
arent input on student's academ	ic performance:
	development:
ocial development goals for the ı	rest of the year:
arent input regarding student's s	ocial behavior:
	o discuss:

# **Objectives for Parent-Teacher Conferences**

Use this opportunity to get acquainted with the parent. Offer the parent valuable information about the school, curriculum, and services. Learn more about the child and family in order to enhance your ability to motivate and educate the child. Discuss the child's work and progress in your class with the parent. Discuss the child's natural talents and abilities, as well as strengths and weaknesses.

### Great Tips for Good Conferences

- Start with something positive. For example: "Joe has an interesting sense of humor and keeps us laughing."
- Explain test results and what they mean.
- <sup>6</sup> Bring your grade book and sample of student's work to explain how the student is doing in your class.
- Give your observations about the child's hearing, vision, interests, frustrations, etc. then...
- Ask a leading question. For example: "Is there something in Mary's life that may affect the schooling that you believe I should know about?"
- Stop talking: you cannot listen if you are doing all the talking.
- Put the parent at ease: help the parent feel free to talk.
- Show that you want to listen and help. Look and act interested, listen to understand rather than oppose.
- Remove distractions: Don't doodle, shuffle papers or watch the clock.
- Empathize with the parent: Put yourself in his/her place so that you can see his/her view.
- BE PATIENT: Allow plenty of time, try not to interrupt, if your safety is not in question, please do not walk away.
- Hold your temper: An angry person gives the wrong message.
- Avoid argument and criticism: This puts parents on the defense. They may get angry and even if you win, you will gain nothing.

# 

# **Parent-Teacher Conferences**

This is public relations for your school and yourself. You might ask a guidance counselor to be present.

### PRE-CONFERENCE SELF-ASSESSMENT

Do I have positive expectations for this parent's child?

Have I provided an equal opportunity and non-threatening atmosphere for this parent's child?

Have my assumptions about the parent affected my ability to deliver quality instruction to this child?

Am I aware of how this child's parent perceives me?

Do I actively seek information and help from the parent on issues I do not understand?

Am I firm, fair, consistent and caring?

Am I sensitive and empathetic to the needs of the parent as well as the child?

Am I a personable, reasonable, realistic and positive role model?

Am I afraid to be open with the parent and if conflict arises will I be able to manage it?

Do I make snap judgments or do I listen to the concerns of parents, really listen?

Will I make a difference with this parent?

