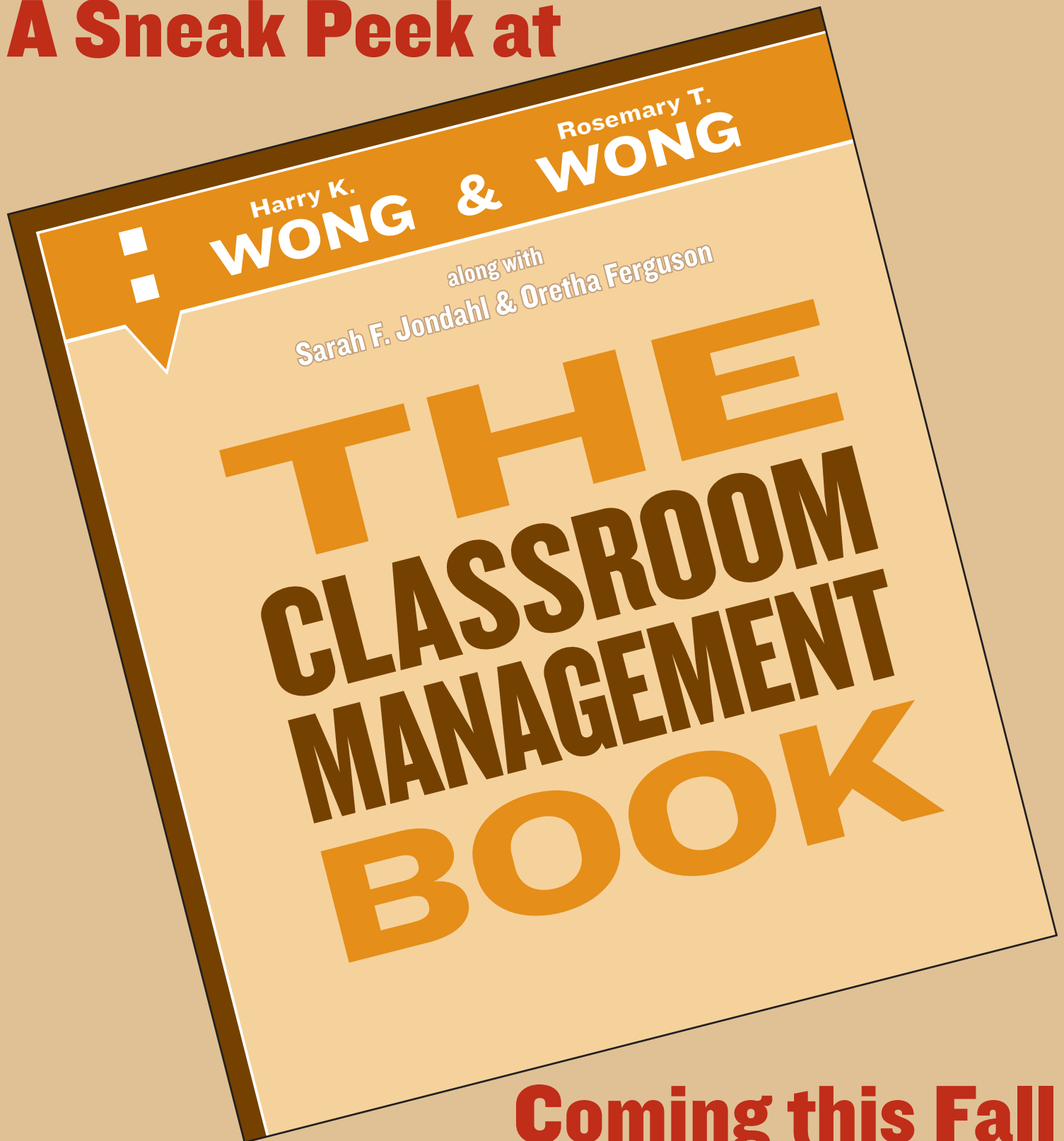


A Sneak Peek at



Coming this Fall

HARRY K. WONG PUBLICATIONS, INC.

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Just some of the information we'll be sharing with you . . .

CONTENTS

CONTENTS

- Dedication.....
- Organization of *THE Classroom Management Book*.....
- Prerequisite Reading
- Who Is This Book For?
- What This Book Will Do for You?
- About the Authors
- Contents.....

Prologue: Classroom Management Defined

- The Effective and Successful Teacher
- Get It Right from the Start
- Definition of Classroom Management
- Difference Between Classroom Management and Discipline
- The Worse Four-Letter Word.....
- The Key to Success Is Consistency
- Special Needs Students Thrive on Consistency
- The Need for a Trusting Environment
- Every Student Made Progress. Every. Single. One

Preparation: Before the First Day of School

- Prepare Before School Begins
- The Need for a Classroom Management Plan.....
- Creating a Classroom Management Plan
- Constructing a PowerPoint Presentation
- How to Create Effective Slides
- An Address Does Not Dictate Achievement
- Plan the Last Day Before the First Day
- Organization Leads to Success
- Getting Ready for the First Day of School
- Classroom Transformation
- How to Start Class Perfectly
- On the First Day of Chemistry/School
- How to Make Connections Every Day.....
- The Seven Things Students Want to Know
- How to Teach a Procedure.....
- Modeling a Procedure.....

Major Parts of the Book:

- Prologue
- Preparation
- Procedures (Lots of them!)
- Plans

Procedures: For Students

1 The Start of Class Routine
 □ A Well-Orchestrated Classroom
2 Start with an Agenda
3 Bellwork Assignments
4 Dismissing the Class
5 Attendance and Lunch Count
6 Collecting Notes and Forms
7 Paper Heading Organizing Homework
8 Closing Message
9 Unfinished Class Assignment
10 Missing Assignment
 □ Four Things All Teachers Should Know

Procedures: For the Classroom

11 Emergency Preparations
12 Getting Students' Attention
 □ Your Attention, Please
13 Classroom Tardies
14 Classroom Jobs
15 Classroom Phone Ringing
16 Bathroom Breaks
 □ Starting Right from the Very Beginning
17 Replacing Dull or Broken Pencils
18 Keeping Student Desks Orderly
19 Distributing and Collecting Papers
20 Classroom Transition
 □ Classroom Transitions
21 Keeping Class on Task
22 Finishing Work Early
23 Any Place Time
24 Secondary Classroom Library
25 Participating in Classroom Discussions
26 Forming Groups
27 Effective Note Taking
28 Reading a Textbook

29 Taking a Test
30 Students Correcting Work
31 Reward Time

Procedures: For Teachers

32 Parent Volunteers in the Classroom
 □ Positive Expectations
33 Classroom Visitor
34 Substitute Teacher
35 Working with a Substitute Teacher
36 Skills in the Second Year
37 Death of a Student
38 Death of a Student
39 Angry Student
40 Student Orientation
41 Back-to-School Night
42 Parent-Teacher Conferences
43 Building a Strong Home and School Connection

Procedures: For the Special Needs Classroom

44 Special Needs Classroom
45 Walking to Another Location
46 Time
47 Washing
 □ Circle Time Format
48 Handling Student Anxiety
49 Keeping Track of Students' Progress
50 Communicating with Parents

Plans: For the First Days of School

■ Personal First Day of School Script
■ Partial Script for the First Day of School
■ A Sample Two-Week Plan
■ Your First Day of School

“Classroom procedures saved my life.”
~Heather Chambers Samson

PREPARATION ■ WHAT IS CLASSROOM MANAGEMENT?

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

The research definition of classroom management goes back more than 30 years. In the 1978 series of yearbooks produced by the National Society for the Study of Education, **Daniel L. Duke**, editor of "Classroom Management," defined classroom management as such:

"Classroom management constitutes the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur."

Effective teachers have long known how to manage classrooms. **Good classroom management does not just happen; effective teachers plan good classroom management.**

just happen; effective classroom management.

If **you** are not managing your classroom, then your students are managing it for you.

...ber knows that stu... to w...

The effective teacher knows that students will only occur when the students' work is organized and structured so their self-discipline instilled. Under the effective teacher, learning takes place.

The purpose of effective classroom is to create a productive working atmosphere where students can engage in learning.

In a well-managed classroom, a can occur simultaneously. The

and tuned in to the teacher; they are cooperative and respectful of each other; they exhibit self-discipline; they remain on-task. All materials are ready and organized; the furniture is arranged for productive work; a calm and positive climate prevails.



Two weeks after school began we received an email from **Amanda Brooks** of Dyersburg, Tennessee. She wrote again at the end of her first year of teaching and at the end of her second year of teaching.

When they showed a PowerPoint presentation used by a teacher to explain his classroom management plan (page 000), I was so enthralled that I immediately began to write mine in my head. I went home to work on my plan and finished it at midnight.

My first year ended, and I am so thankful for that first day when I had my students practice our classroom procedures. (pages 00-00)

It allowed me to be everything I wanted to be as a teacher and create an environment where students could just learn. I simply taught and enjoyed my students.

For the second year in a row, I had students leaving my classroom in joyful tears—and these are fifth graders.

My state test scores came back and my class had the highest test scores in the school.

I am only saying this to encourage teachers **to get it right the first day**, and then enjoy the rest of the school year.

Stories of how practicing classroom teachers put into practice the information in the book

Validations that it WORKS!

PREPARATION : WHAT IS CLASSROOM MANAGEMENT?

students' task of succeeding in school and create a positive learning environment.

Procedures that are done over and over again become routines for students. A routine is a procedure that students do repeatedly without any prompting or supervision.

Mario Coppolano
Queensland, Australia

People expect procedures for everything they do in life: going to the movies, waiting in line to be served at a restaurant, using guidelines in the workplace, etc. Teaching children the procedures they need to follow in class gives them life skills and makes teaching less stressful. When procedures are in place, the teacher can focus on teaching. Students know automatically what needs to be done. They know when and how to do it, because you have taught them until they get it right.

Watch the students in a well-managed classroom. They are responsible because they know the procedures and routines that structure the class and keep it organized. They are working; they are producing; they are learning and achieving. **And you can go home each day with a smile on your face!**

■ Difference Between Classroom Management and Discipline ■

Classroom management is NOT discipline;
they are not synonymous terms.

Classroom Management ≠ Discipline

The most misused word in education is "classroom management." Many educators incorrectly associate classroom management with discipline. Certainly, behavioral events frequently occur in class, particularly in classrooms where there is no management.

instruction (what the teacher does) and effective student learning (what the students do).

There is a vast difference between classroom management and classroom discipline.

about how students **behave**.
control how students behave.
have rules.
s with how students do



Pottery Procedures Create a Successful Piece

Lucy Quezada teaches in San Marcos, Texas. She likens managing a classroom to the procedures needed to create a piece of pottery.

“Procedures are such an important part of classroom management. They work at all levels. In my high school classroom, if I don't reinforce a procedure throughout the year (for example, being seated for dismissal) it becomes a management problem. I then have to spend time at the end of class repeatedly saying, 'Be seated.'

With procedures, I take time to remind students about the dismissal process, I practice it that day and I thank students for doing it right. Students get used to the procedure and learn to expect it.

I strongly believe in the power of procedures. I used to lack confidence, thinking teaching procedures seemed like I was talking down to high school students. However, if I didn't rehearse and reinforce the procedure, I regretted it later.

Now, I embrace the fact that I teach procedures in the classroom and I make a big deal over them. Procedures result in student engagement.

My high school classroom flows much more smoothly with procedures than without them!



5

THE PROCEDURE

Taking Attendance and Lunch Count



THE SOLUTION

Instructional time is not used for taking attendance and lunch count. This method is more efficient than the traditional way.

This procedure resolves issues and streamlines the process of taking attendance and lunch count.

1. Streamlines the process of taking attendance and lunch count.
2. Allows the teacher to greet students in the morning.
3. Cultivates responsibility in students.

31 THE Classroom Management Book

This book was written to help you **PREVENT PROBLEMS!**

THE BACKGROUND

The typical scenario of a classroom, where the teacher calls out each student's name and waits for a response, is a familiar one—and a misuse of instructional time. The school day is a busy one, with a myriad of routine administrative tasks. When teachers streamline the administrative process, they can focus on the most important goal—teaching. Reach that goal by establishing a procedure to give students the responsibility of taking their own attendance and lunch count each day.

THE PROCEDURE STEPS

To help students learn to take their own attendance and lunch count, make a name card for each student. Write the child's name on a card with Velcro attached to the back. Mount the Velcro-backed name cards on a fabric-covered bulletin board or on the students' cubbies.

Prepare two baskets, one labeled Home Lunch, and the second labeled School Lunch—or any variation that fits your situation.

Place the baskets on a counter, desk, or bookshelf. These baskets will stay in this location each day of the school year.

On the first day of school, take roll and lunch count in the traditional way and teach the new procedure so students can assume this responsibility the next time they enter the classroom.

Include in the classroom job roster the task of reposting the Velcro name cards to the board at the end of the day.

Once students learn this procedure, the teacher's time is clear to greet the children in the morning, answer questions about bellwork, and so on.

TAKING ATTENDANCE AND LUNCH COUNT

TEACH

1. After taking attendance and lunch counts in the traditional way, tell the class this is the last time you will be doing that job. From now on it will be their responsibility. Explain the importance of accurate daily attendance and lunch counts.
2. Point out the location where all the students' name cards are posted. Show that the name cards can easily be removed by pulling on the Velcro backs. Also, show where the two lunch baskets are kept in the classroom.
3. Tell the class that this procedure is their first responsibility when they enter the classroom in the morning. Upon entering the classroom, they must
 - remove their name card;
 - place their name card in the correct lunch basket;
 - go to their desks; and
 - start the bellwork assignment.
4. Explain that once everyone is seated, the students whose name cards are left on the Velcro board will be marked absent for the day. Then show how the lunch count will be taken by counting the number of cards in the School Lunch basket.
5. Tell students they are to handle only their own cards and not their friend's cards. Explain that it is OK to remind friends if they forget to check in when entering the classroom. But each friend must be responsible for moving their own name card to the appropriate basket.
6. Assign a student the task of reposting the Velcro name cards to the board at the end of the day.

Includes procedures for all grade levels and types of school environments:

- Pre-K to High School
- Self-Contained to Special Needs

We teach you
**HOW to implement
procedures with
three steps:**

- Teach
- Rehearse
- Reinforce

THE SUMMARY

Students of any age can be responsible for completing a task, provided the task is taught to them. Teaching students the task - counting themselves present - reduces your time to greet students and reducing instructional time.

TAKING ATTENDANCE AND LUNCH COUNT

PROCEDURES

REHEARSE

Select a few students to demonstrate this procedure. Line them up outside the classroom door and have them walk in as if they are just arriving to class. Ask them to find their appropriate name cards, remove them to find their appropriate name cards, remove them, and place them in the correct lunch basket.

Remind them, as they continue on to their seats, that they are to begin their bellwork assignment.

Once they are seated, demonstrate how you will take roll and lunch counts for the day.

Thank students who do this procedure correctly.

Rotate the practice group of students until everyone has had a chance to remove their name card from the board and place it in the appropriate basket.

REINFORCE

Remind students at the end of the school day what the procedure is for entering the classroom each morning.

The next morning, as you greet students entering the classroom, remind groups of students about their name cards.

Do not threaten punishment or give a consequence for forgetting this procedure. If you see a name card still posted and see the student is in class, quietly walk up to the student and say, "What's the procedure for taking attendance and lunch count?" Watch as the student goes up and moves the name card to the appropriate basket. As the rest of the class works on completing



Student names are posted so they can take their own attendance and lunch count each morning.

Elementary School in
their lunches in a class

on a weekly basis to be
two students take the

ramble in class to

their lunch. There
of a few minutes.

to the class
room.

main hall
into the

sit

he

The Teacher as Model

Students observe the teacher listening and participating in classroom conversations on a daily basis. The effective teacher models

- proper eye contact;
- upright sitting posture;
- how to paraphrase an idea that someone has shared; and
- how to use a classmates' contributions as a springboard to their own.

These are valuable communication skills that students learn quickly, demonstrate in school, and use throughout life.



18

See Nile Wilson's handbook filled with procedures for her orchestra classes

- Additional stories to supplement the information
- QR Codes that take the learning beyond the printed page

THE *Classroom Management Book* is a companion book to our best-selling book, *The First Days of School*. It takes one of the three characteristics of an effective teacher, being an extremely good classroom manager, and shows how to put it into practice in the classroom. This book has been written to help you prevent problems. It is not a “quick fix” for discipline problems in the classroom.

- The purpose of *THE Classroom Management Book* is to provide you with the skill to effectively manage a classroom that produces student learning and achievement.

There are four parts to *THE Classroom Management Book*:

- **PROLOGUE:** provides the underlying research behind classroom management
- **PREPARATION:** tells how to prepare for the first day or any day of school
- **PROCEDURES:** teaches in-depth, a multitude of procedures and practices to use to create your own classroom management plan
- **PLANS:** shows actual plans from practicing teachers for their first days of school

“At home, many students don’t know what problem or struggle is going to hit their family next. When at-risk students walk into my classroom and discover that there is a procedure, a “how to” handbook of sorts, for nearly any issue that could arise, they are at ease. For some of these students, this type of orderly and smoothly running classroom is the first experience at a life without chaos.”

~Stephanie Stoebe
2012 Texas Teacher of the Year
Round Rock, Texas

Turn your classroom chaos into student achievement. We will show you how.



Get your copy of *THE Classroom Management Book* at a very special pre-release price.

We will notify you when the book is ready so you can place your order. Only people who ask for notification will receive our special pricing.

Sign up for notification three ways:

1. Email CustomerService@HarryWong.com and put “**CMB Notice**” in the Subject line.
2. Call our office at 650-965-7896 and ask to be put on the “**CMB Notice**” list.
3. Print your email address _____

and your name _____ and hand in this slip at this meeting.

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