

HELP! WHERE DO I BEGIN?

New Teacher Orientation

Help! Where Do I Begin?

“To Do” list before the first day of school

1. Plan your daily procedures *(see handout)*

- *“Procedures are not found in a discipline plan; a procedure should not be a threat, a rule or an order. A procedure is simply a method or process for how things are to be consistently done in a classroom. Discipline is concerned with how students behave and procedures are concerned with how things are done.” Quote from Sharon Yoder*
- *A procedure is a step to be learned. It is simply “the way things we do things in our classroom”. Knowing the classroom procedures saves many hours of time and a lot of teacher and student stress.*

THINGS TO THINK ABOUT IN BUILDING PROCEDURES:

- Student desks How will you arrange the desks? Traditional rows? All facing forward?
- Specific arrangement of desk contents How will students learn to organize desk contents? (Doesn't come naturally!)
- Keeping desks orderly How will you teach students to routinely keep desks organized? A daily “tidy-time”?
- Morning routines What 3-5 things do you want students to do every morning when they arrive?
- Restroom plan When will students use the restroom? May they go during class time? What behavior do you expect in the restroom line?
- Moving around in the building / classroom Do you expect students to walk in the building and classroom? Walk fast?
- Water-drinking plan When will students get drinks? May they go during class time? What behavior do you expect in the drinking line?
- Leaving and entering the room (esp. think about recess times) Line up to leave? Recess equipment plan?
- Lining up How will they line up? Who goes first? Who holds the door?
- Hand / finger signals Will students be required to raise hand to speak? What finger signals can you use to communicate?
- Signal for immediate attention Come up with a “look at me and freeze” signal plan. Practice it deliberately.
- Dismissing at the end of the day How will you dismiss? Traditional dismissal song? Line up?
- Handing in books and papers Where will students hand in their work? When? How? Plan and label locations.
- Teacher's desk Organize your teacher's desk to facilitate easy access to important items.
- Lunch time where will they eat? Noon prayer plan. Hand-washing plan. Microwave usage?
- Pencils Sharp pencils, enough pencils on hand . . . When will the sharpener be used and by whom?
- Free-time What will faster students do when they finish their work? What if they rush through work to have free time?
- Checking out library books When? How will you keep track of books checked out? Returning books policy.
- Posting the schedule and assignments for the day Plan where you will write up the day's assignments

2. Write out your Discipline Plan *(see handout)*

- **Rules**-- *A few concise rules, stated in the positive.*
- **Your incentive plan** *A positive reinforcement plan; how will you work toward motivating them (to want) to obey?*
- **Limit setting actions** *What steps will you take when you see a problem arising? This is not about negative consequences but about curbing the child's offensive behavior before you have to give negative consequences. Think in terms of smaller steps growing bigger.*
- **Negative consequences** *Consequences should get progressively stiffer; begin with small steps and move to bigger ones. My goal in this area is for the child to heed simple reproving eye contact or slight shake of the head. After that comes talking. Think about when you should move from talking to doing more. Will you remove privileges before handing out "punishments"? What is your school policy on corporeal punishment?*

3. Basic Room Preparation

- **Plan arrangement of desks** *rows or non traditional; think about potential distractions when planning the arrangement—distractions such as the door, large windows, etc.*
- **Plan specific seating arrangement—who sits where**
 - **Of student desks** -- *put name cards on desks and chairs and cover with contact; Keep the name cards for desks simple. If you can easily pick up something pretty, do, but don't spend much time on this. For young ones consider dots on the floor as "home spots" for back legs of desk. All student desks face the teacher; arrange so you can easily access them*
 - **Of reading group seating at table**
 - **Of circle time seating** --*for devotions, story time, etc.*
- **Put up number line and chart** --*lower elementary*
- **Put up alphabet strip** -- *cursive or manuscript*
- **Put alphabet strips on desks** -- *and cover with contact*
- **Write names on consumable workbooks, folders etc. with markers**
- **Label coat hooks**
- **Plan a weekly job chart list** *don't spend a lot of time doing something elaborate here—keep it simple; ask former teacher for list of jobs*
- **Think about where to store lunch boxes** *How important are neat rows to you? If neatness is a high priority, could a line of masking tape mark the "box" in which they are to be ?*
- **Think about where to store back packs** *Will back packs be hung on the backs of chairs, in a locker, or on a hook? How will you mark the locker or hook?*
- **Plan bulletin boards** *the first year go with a bare-bones approach on decorations. Reserve your energy for the essentials.*
 - *Bulletin Boards can be very time consuming. It is helpful to plan the boards for the whole school year. It increases your time efficiency during the school year. Bulletin boards should be changed approximately every 6-9 weeks. Certainly bulletin boards can be seasonal, but they should also be used for various subjects and to display student work. Plan bulletin boards that will enhance your study units in science, history, reading, devotions, etc. You also may want to consider good work boards, contest boards, and motivational boards.*

4. A look at (daily) schedules *(see handout)*

- Daily class schedule *What time does school start and end? How much time is allotted to reading, to math, to language, to penmanship, to spelling, to science and history?*
- Daily lesson planner *Do you want to customize one or use a commercial planner? What did the former teacher use?*
- Plan out the first day—or week—in detail. *Be sure to spend sufficient time establishing procedures.*
- Teaching multiple grades -- *How will you plan for one grade to work independently while you teach the other class? What classes can you teach together?*
- Transition times -- *between classes and from recess to work*

WRITE OUT DETAILED LESSON PLANS FOR THE FIRST DAY(S). Include the practice and introduction of routines and procedures. —THE FIRST 2-3 DAYS I DO THIS ONE DAY AT A TIME UNTIL I KNOW MY STUDENTS BETTER. AS SOON AS POSSIBLE PLAN A WEEK AT A TIME.

5. Long-term schedule planning—the big picture *(see handout)*

- *Figure out where you should be by end of first/second/third/fourth quarter in the different subjects. Then, as possible, break it down into weeks for each subject. Note: Don't let this plan rule you, but without a long-term look you don't "plow a straight row". Also: don't drive yourself to "cover all the material"! Textbooks are your servants, not your masters! Flying through and losing students in the process is not worth it.*
- Devotions—*What will you use? Plan the Bible memory passages for the year. What new songs do you want to teach? How will you conduct the prayer time, etc.*
- As you can, (likely it will be in coming years) write out basic art / music / P.E / lesson plans for the year --*beg, borrow, and "steal" from experienced teachers! Each year you teach work at developing or refining one subject. Don't try to do everything the first year, but keep working to improve.*

6. Make lists and brainstorm about peripherals *Those peripherals can take so much energy! Planning ahead really saves the gray hair and allows you to direct creative energy into the main courses! Simplify! Here are a few areas to start thinking about.*

- Recess games *Make a list of possible games*
- Birthday celebrations—*What traditions will you establish here? Setting traditions is a time saver.*
- Story time books list *What favorite books do you want to be sure to read to students? Where can you get a copy?*
- List of songs—*both new and familiar, both ones for devotions and for fun times.*
- Lunch prayer song list *Will you usually sing a prayer song, pray yourself, or have students pray?*

7. Grading

- Prepare Teacher Grade Book
 - Divide into grading periods (6-9 weeks) by subject / course
 - Clip and write subject.
 - Add tabs for convenience.
 - Write students' names under each subject / course (in alphabetical order by last name)
 - Find out from co-teachers how they mark for tardies, absent children, etc.
- Plan how you will grade the subjects
 - Plan a system for checking papers / workbooks—*where will they hand in their work, when will you check it, how will you return it, how much correcting will you require students to do? Will you use check marks or x, when checking? Ask co-teachers school standards for correcting work. How you will mark corrected work (such as put a c on the check mark or circle the x). How will you keep track of what needs to be corrected? How frequently will you check their work? Note: the younger the student, the more immediate feedback needed. I say: "Check work daily!" Back checking stinks!*
 - Plan your grading points system — again ask co-teachers for input
 - Some subjects work best with a system of E, S+, S, S-, N

8. Organize Teacher Notebook—put in one common binder important information such as:

School calendar

Student list

Parent / phone list

Schedule(s)

Staff meeting notes

ALL ABOUT SCHEDULES

1. A LOOK AT (DAILY) SCHEDULES

- Daily class schedule— (see attached copy of a weekly schedule example)
 - *What time does school start and end?*
 - *How much time is allotted to reading, to math, to language, to penmanship, to spelling, to science and history?*
 - *How many recesses and how long are they?*
 - *Will you need to teach a P.E. class?*
 - *How much time is there for lunch?*
 - *Will you have a slot for story time?*
 - *What classes should you focus most of your energy on? First and second are very big on learning to read and laying a good foundation for math. Other classes such as science and history take a back seat here. After second grade the focus begins to switch to reading to learn (rather than learn to read) and other classes take more prominence. The focus dictates where you allot more study time.*
 - *Do you need to make up your own schedule or can you follow the former teacher's schedule?--If you are new, ask the former teacher for a copy of her schedule and ask if she recommends any changes. Start with that; later you can make changes if needed*
- Daily lesson planner— (see attached copy of a daily lesson planner example)
 - *What will you use to write out your lesson plans? What did the former teacher use? Can you look off hers to get an idea of how to do it? Do you want to customize one or use a commercial planner?*
- Plan out the first day –or week—in detail. (see attached copy)
 - *The first days you will be tempted to jump right into the lessons and plow full steam ahead. Make sure you spend sufficient time to establish procedures. This time investment comes back with 100% interest!*
- Teaching multiple grades and transition time between classes
 - *If you have multiple grades how will you plan for one grade to work independently while you teach the other class? What classes can you teach together?*
- Transition times
 - Between classes
 - *How will you move smoothly from one class to the next? A reasonable goal for transition times between classes is 60-90 seconds.*
 - *Teach the difference between “Come to a good stopping place” vs. the dinging of the bell.*
 - From recess to work
 - *How long will you give them to come in from recess and be back at work?*
 - *How can you plan for these transition times?*
 - *Could they always have something they could start on their own after coming in from recess that doesn't require them waiting till everyone is there?*

2. LONG TERM PLANNING—THE BIG PICTURE

• IN GENERAL

- *Take number of days in school year, subtract field trip days and a few for program practice days to get a reasonable number of days you have to study each subject. Look at the number of pages or chapters you are expected to cover (ask former teacher for input here) and figure out where you should be by end of first/second/third/fourth quarter. Then break it down into weeks for each subject. Note: Don't let this plan rule you, but without a long-term look you don't "plow a straight row". Also: don't drive yourself to "cover all the material"! Textbooks are your servants, not your masters! Flying through and losing students in the process is not worth it.*

- DEVOTIONS –please plan this ahead! It is a nearly daily class and without a plan/goal in mind it will either drain you or be left to last minute floundering (which IS very draining) and be a real flop (which is also very draining!) Ask me how I know! SO:

The Big Picture Plan: What will you use?

- *Bible story books*
- *Bedtime story books*
- *A Beka Bible flashcards*
- *Character Sketch books*
- *Teach books of Bible*
- *How about a quarter of missionary stories (Hero Tales is great)*
- *Several weeks of learning new hymns and their histories*
- *There are lots more ideas . . .*

COMING UP WITH A PLAN DOESN'T MEAN YOU ARE MARRIED TO IT—
ALLOW YOURSELF SOME FLEX, BUT IT GIVES A SENSE OF DIRECTION
(STORY OF ST. PATRICK'S DAY DEVOTIONS)

Bible memory passages

- *Which passages will you memorize?*
- *How many verses per quarter or week?*
- *How will you grade it?*
- *Will you work on it during devotions time together or are they mostly on their own to learn it?*
- *When will they recite? And who will they recite to? --you, parents, a classmate? For 1st and 2nd we just recite as a class rather than individually. I like that.*
- *Will you use motions with the verses?*
- *Will you have a chart for Bible memory? Check if your school has a plan ready for you here*

Start planning now:

The Big Picture Plan:

- *What would you like to do? Start brainstorming.*

Bible memory passages

- *List favorite passages you think would be good*

Birthday celebrations—

- *What traditions will you establish? I like hanging a balloon with the child's name on the door, having classmates tell what they like about the child, pray Aaron's prayer of blessing over him, all sign a birthday card . . .*
- *What gifts will you give? I give the same thing to all the boys and the same to all the girls*
- *How will you celebrate? It doesn't need to be big at all, just plan what you will do and form your own traditions. Traditions are wonderful energy savers and build a sense of belonging.*
- *How will you celebrate the summer birthdays?*

Story time books list

- *What are your favorite books?*
- *What books do you think every ____ grader should read or listen to?*
- *What books do you know you have on hand or know where you can borrow?*

List of songs—both new and familiar, both ones for devotions and for fun times.

- *If singing and music is “your thing” capitalize on it and teach them lots of songs. They will be carried by your enthusiasm and love it.*

Birthday celebrations—

Story time books list

List of songs

<p><u>Lunch prayer list</u></p> <ul style="list-style-type: none"> • <i>Will you usually sing a song or pray yourself, or have a student pray?</i> • <i>What prayer songs do you know?</i> 	<p><u>Lunch prayer list</u></p>
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Notes or questions you want to ask

MORE THINGS TO THINK ABOUT:

1. GRADING

- *Plan how you will check students work—with check marks or x, how you will mark corrected work (such as put a c on the check mark or circle the x). Note: the younger the student, the more immediate feedback needed. Check work daily.*
- E, S+, S, S-, N for some like penmanship, oral reading, etc.
- Character side—don't stress too much (*Stan's advice*)
- Daily grades
 - combining pages to make enough possible in some books
 - write number possible in teacher book (in pencil) along with an explanation of how you counted—like for sentences, how many possible
- **FREELY MAKE NOTES IN TEACHER'S BOOK OF WHAT WORKED, DID NOT WORK, ETC., NOT JUST FOR YOURSELF, BUT FOR THE INCOMING TEACHERS TOO—BUT USE PENCIL!**
- weighing tests with daily work (*ask co-teachers*)

2. FREE TIME

- Will they practice flashcards, Bible memory, etc. in their free time?
- Can some of them do checking for you or other small projects?
- What about drawing books, library books, constructive free time activities available? *Afternoons I allow students to go to the back of the room to do puzzles, or read in the corner, or other activities. This privilege is taken away for a short time (a couple days or until improvement is noted) if they do careless work, rushing through to get finished . . .*

3. ACADEMICS

- Following instructions: Have students circle the important (A Beka highlights these) words in instructions and then make a small check mark beside it when it is completed. This really helps the students not skip things when multiple instructions are given.
- How will you have students do correcting? What will they be required to correct?
- All first year teachers use the teacher helps and stick to their instructions. Later you can branch out.

YOU WON'T GET IT PERFECT! KEEP WORKING, BUT DON'T BECOME OVERWHELMED THINKING YOU MUST DO IT ALL.

Sample Discipline Plan

Betty Yoder
Discipline Plan for Grades 1-2
Pilgrim Christian Grade School

Rules:

- **Obey the teacher(s)**
- **Respect people and property**
- **Work diligently**

The first week focus on learning procedures. The second week of school begin to talk more about the above rules. Experience teaches me that giving too many details about consequences the first days of school frightens sensitive young Mennonite children who have every intention of obeying. Thus, I simply talk about the rules and my expectations. Those less sensitive students, eager to find the boundaries (as early as the first day!) discover more quickly the details of negative consequences without explicit foreknowledge.

TEACHING THE FIRST RULE

“Obey the teachers” is quite straight forward, but I talk about what that means:

- Prompt obedience
 - Cheerful obedience (not grumbling, mumbling under the breath)
 - Complete obedience (promptly and cheerfully doing half of the request and calling it good, isn't real obedience)
 - This rule applies in relating to every teacher at school
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- Often I tell make up stories about “Sally and George” who sometimes obey and sometimes don't. Then we practice promptly following an instruction. “Everyone stand”, “Paul, go write your name on the board”, “Kevin, go open the door”, etc focusing first on prompt obedience, then more activities focusing on the cheerfulness, and finally on complete or thorough obedience. An example of not obeying completely would be, “George, please erase the chalkboard for me” with George cheerfully responding, “Yes, Miss Yoder,” and immediately goes and erases parts of the chalkboard with wide sweeps—leaving it smudged and messy looking.
 - Usually my apprentice, much to the children's delight, will demonstrate partial obedience by
 - fulfilling my request promptly but mumbling under her breath, or
 - cheerfully doing it, but taking a long time to first finish the book she was looking at or
 - promptly and cheerfully beginning to do it, but leaving the task half-done
 - Students then love to tell what part was wrong. They SEE how obedience looks, they FEEL how obedience feels, they UNDERSTAND what I expect.

- Personal stories are always well received; stories of when I was/was not obedient and the consequences. At some point every year I tell a story of when I was disobedient as a child and the resulting fear and guilt. They love the story and identify with the guilt and fear. This story works very well with the point that sin often is fun—but only for a short time.
- I plan for these activities (and those below) to form the major part of our devotions the second week of school.

TEACHING THE SECOND RULE

“Respect people and property” is amplified as we talk about the implications of

- Respecting people—this excludes pinching, name-calling, going into others' desks, butting in line, disrupting others' work time by whispering, etc
- Respecting property—includes not defacing walls, rough play in inappropriate places, leaving muddy tracks for others to clean up, scribbling in books, etc.
- To familiarize them further with this idea, I write examples on slips of paper. As I read them, they decide whether that example is a picture of respecting/not respecting either PEOPLE or PROPERTY then place it in the appropriate “bowl” marked with either “people” or “property.”
- With a bit of practice they can easily categorize which action goes with respecting people and which with respecting property. They soon begin to come up with their own examples. This really sets the stage for future reproving—“Can you tell me why you should not mess around in ____'s desk?” I enjoy hearing them tell each other, “You shouldn't do that, that's not respecting people . . . “

TEACHING THE THIRD RULE

“Work diligently” is also literally practiced. I want them to SEE and FEEL what diligence means. Thus, with everyone at their desk we practice what it looks/feels like to work diligently (head bent down, body leaning slightly forward, etc) and how it looks/feels to be dawdling (slouching, tipping, looking around). They love practicing this—and it truly helps!

- This is placed into the context of how it pleases God to see us work diligently. The parable of the talents goes well with this.
- Personal stories are always well received; stories of when I was/was not diligent and the consequences.

INCENTIVE PLAN

- First of all lots of praise and verbal/written approval
- Written notes in books of work done well
- Positive notes written to parents, read to students who then deliver them to their parents
- Calls home to report positive events
- Occasional rewards that tingle the taste buds (I prefer giving sunflower seeds rather than candy)
- Motivational projects that allow them to earn points or beans or something tangible. I find these work best on a short term basis of 3-4 weeks when focusing on a particular need and not “general good behavior”. I do not plan to regularly reward with tangible objects their good behavior. That becomes bribery and is counter-productive.

LIMIT SETTING ACTIONS

1. Simple eye contact and slight shake of the head
2. Teacher proximity *continue #1 and add walking toward offending student*
3. Verbal (private) request (kneeling beside desk): “Johnny,” (pause for and require eye contact), “I don't want you to do that.”

NEGATIVE CONSEQUENCES:

Talk about going “up the ladder”. My goal is simply that they learn to follow instructions and they, as the students, individually choose what that will take. The bottom rung of the ladder is simple eye contact and a slight shake of the head. If the child heeds that reproof, that is the end of the matter. If, however, he does not take to heart that gentle reproof, we go up the ladder. Frequency of infraction and how long we've been working on this particular problem dictates the speed at which we climb the ladder. Occasionally remind students that all I want is for them to exemplify the required behavior—that they choose the consequences by either learning quickly or not. They decide how far up the ladder we go. (Remember first time offense is very different from chronic violations and needs to be treated differently.)

- Rungs going up the ladder (after the limit setting actions) include:
 - head down on desk for x number of minutes; change seating
 - staying in at recess practicing the procedure (when lack of following has become a heart issue)--such as a child with trouble running in the building may spend five minutes of recess simply walking up and down the halls) or completing the work not finished due to dawdling. Or this might mean a student who doesn't play fairly sitting on the sidelines watching the others play.
 - removal of some treasured privilege—best if serves as a natural consequence such as no free time in back corner the result of slopping through their work in order to spend time there . . .
 - slap on hand with a plastic ruler
 - teacher call parent
 - student call parent (with teacher on other line)
 - spanking; I do reserve the privilege of spanking if deemed necessary, but that rung is way up high
- The same rung may be repeated several times before going up further. As long as you see progress (less frequent violation or you sense the child's heart softening), you don't really need to go to the next rung.
- If the child has done significantly better for several weeks, and then relapses, I start again at the bottom rung (although I may ascend more rapidly the second round than the first round).
- My desire/goal is to have them respond to “eye talk”-- a mere look or slight shake of the head to refrain from an inappropriate action.

SPECIFIC CONSEQUENCES FOR BREAKING RULE # 1 “OBEY THE TEACHER(S)”

I go up the ladder pretty fast on this one! Actually, *not obeying is not an option!* While the child may suffer consequences for not obeying voluntarily, those consequences are never in lieu of obedience.

Involve principal and parents as needed

SPECIFIC CONSEQUENCES FOR BREAKING RULE #2 “RESPECT PEOPLE/PROPERTY”

- Apologizing to appropriate people and making further amends as needed; desk changes
- Cleaning up any defacing or muddy tracks, child reports (in presence of teacher) property damage to principal

SPECIFIC CONSEQUENCES FOR BREAKING RULE #3 “WORK DILIGENTLY”:

- For a child who loves recess and simply is not done due to dawdling, taking away recess works well (meaning it won't happen often) Rarely use this for children who work hard, but just need more time.
- Holding the book they should have been working on (and weren't) above their head until they are ready to start working again—with a minimum of ____ time (This is a new idea I think worth considering, --not in public-- but I'll have to do the book holding myself before I can set a time here)
Would they rather hold the book up or work in it?!
- Items on the ladder list
- Try a motivational project for short term here

SPECIFIC THINGS THAT HAVE WORKED WELL:

- Hot lunch rowdiness: send offending child/ren up to the classroom to eat. Must report back at the end how it went in the classroom
- When giving a delayed consequence such as staying in at recess, make the student responsible to remember. Teacher will certainly try to remind the child, but ultimately child is responsible. I put a timer on the child's desk to help him remember. Later in the year the consequence can be doubled for forgetting to stay in. If teacher cannot stay in with child, have him report afterwards how it went.
- For chronic nitty-gritty problems, that don't go away with reminders and you find yourself nagging and not sure what to do anymore, try making a mark on a post-it note (on the child's desk) for each violation of that specific issue. (Don't make this a whatever he does wrong, but the battle you have chosen). If only one mark is on paper at recess time, he is forgiven the mark. More than one means a minute of recess per mark.

GUIDELINES/RULES FOR THE TEACHER:

- Pursue the child's heart, not just right actions. Chronic behavioral issues do not come without a reason—poor home, struggling academically, etc. Look diligently to find underlying causes. Seek to bless the child in discipline.
- When giving consequences, be sure your attitude is one of humility and not “out to prove your authority.” Be humble enough to apologize for your attitude as necessary.
- Respect the children. Don't embarrass them in front of peers.
- Before giving a negative consequence ask yourself the question, “Is this problem one that relates to *attitudes* or have I failed to explain or rehearse a *procedure* sufficiently?” Sometimes the teacher is at fault for not providing sufficient structure. However, regular failure to follow a well-rehearsed procedure turns into an attitude problem and relates to Rule #1: Obey your teacher.
- A big key to appropriate discipline is KNOW YOUR STUDENTS. Keep the “ladder” flexible enough to work with the individual. Some students respond better to one method than others. Suggestions toward learning to know the students:

- Pray regularly for them individually and specifically—start in the summer before they come into class
- Ask parents for any special concerns or goals they have for the child that they would like you to know
- Attempt to discern each child's love language, or what makes him tick, what motivates him, what discourages him
- Have the student tell you what he did wrong. Beginning with “Can you tell me what happened?” leads a child to confession of wrong (a nice way of saying, “So what did you do?”) That question is followed by, “And why is that (what you did) a problem?” This usually leads to talking about what rule/concept was violated.
- This procedure of asking “Can you tell me what happened?” has less merit when two disgruntled students sit in front of you. Then the question tends to lead to accusations and blaming coupled with angry interruptions and denials. In that scenario, if you already have an overall picture of what happened, it often works well to say, “I want each to tell me what you did wrong. For right now you may not talk about what he did, only what **YOU** did.” (Sometimes this takes a couple tries!) The most common result of this is the Child A's eyes filling with tears as he confesses his wrong. Then invariably Child B's barriers crash, he confesses his own part and the proverb, “He that confesses and forsaketh will find mercy” is beautifully reenacted.
- Asking an erring child the question “Why did you do it?” rarely brings good results.

REPORTING AND TATTLING ISSUES

- Two types here, each with two possible motivations--(young children can't always tell the difference)
 1. Reporting an incident not directly involving the one reporting it--Child A reports Child B violating a rule or mistreating another child. Child A was not personally hurt by peer but either concerned about the behavior or wanting to get Child B in trouble.
 2. Reporting an incident directly involving the one reporting it—Child A reports Child B hurting him. This may be tattling (trying to get the other in trouble for a minor issue) or something teachers truly need to know.
- Listen carefully to discern what type of reporting is being done.
 - If it is #1 and teacher really needed to know it, deal with it without involving Child A more than necessary. “Thank you for telling me, I will take care of it.”
 - If it is #2--Child A hurt by Child B's actions
 - Listen well to the report
 - “Would you be willing to go with me to talk with Child B?”
 - If Child A declines, drop it. If it is not a big enough deal for them to inconvenience themselves, likely its not big enough to approach
 - If Child A wants to, then meet with the two. Teacher says to Child B, “____ felt hurt by something you did. ____ will you tell her what you told me?” Following Child A repeating the story teacher can ask, “Child B, do you know what he is talking about?” Proceed to deal with it.
 - After a couple times of this ask Child A if he could try talking alone with Child B. Don't push him into it, but say, “If he won't listen to you, come back and tell me and I will help you.”

WRITE YOUR OWN DISCIPLINE PLAN

Discipline is concerned with how students **behave**.

Procedures are concerned with how things are done.

DISCIPLINE PLAN—example

RULES *A few concise rules, stated in the positive. Examples:*

1. Obey the teacher(s)
2. Respect people and property (*avoid listing all the don'ts: "don't fight, don't pinch . . ."*)
3. Work diligently

1. Work quietly
2. Be respectful
3. Make good choices

1. Do what is right.
2. Be responsible.
3. Be respectful.

INCENTIVE PLAN *—A positive reinforcement plan; how will you work toward motivating them (to want) to obey? Examples:*

1. Verbal (public and private) —ten compliments to each reproof
2. Written praise (notes in bks, to parents, cards)
3. Calls home to give good reports
4. Tasty rewards
5. Short term motivational projects (earning points . . .) *I think this works best on a short term basis aimed at correcting specific problems.*

LIMIT SETTING ACTIONS *what will you do when you see a problem arising? This is not about negative consequences but about curbing offensive behavior before you going to negative consequences. Think smaller steps growing bigger. Examples:*

1. Simple eye contact and slight shake of the head
2. Teacher proximity -- *continue #1 and add walking toward offending student*
3. Verbal (private) request (kneeling beside desk): "Johnny," (pause for and require eye contact), "I don't want you to do that."

Start writing your own. Read the examples, then fold over and write your own. This **must** be your own plan, not a copy of someone else's!

DISCIPLINE PLAN

Teacher _____

Grade Level _____

School _____

RULES *A few concise rules, stated in the positive*

1. _____
2. _____
3. _____
4. _____
5. _____

THINK ABOUT HOW YOU WILL TEACH/DELIBERATELY PRACTICE THE RULES.

INCENTIVE PLAN *—A positive reinforcement plan; how will you work toward motivating them (to want) to obey?*

1. _____
2. _____
3. _____
4. _____
5. _____

LIMIT SETTING ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

NEGATIVE CONSEQUENCES—note that consequences should get progressively stiffer; begin with small steps and move to bigger ones. Think of it as rungs going up a ladder. My goal in this area is for the child to heed a simple reproving eye contact or slight shake of the head. After that comes talking. Think about when you should move from talking to doing more. Will you remove privileges before handing out “punishments”? What is your school policy on corporeal punishment?

In case you need ideas, here are a few options for negative consequences. How would you rank these actions—from smallest to biggest? *I hope not in this order!*

- Call the parents. Should the child call the parents?
- Head down on the desk for x number of minutes
- Is spanking an option? If so, who administers it? Could the father be asked to do it?
- Stay in at recess practicing the procedure (habitually not following understood procedures equals a heart issue and becomes a violation of Rule #1)
- Removal of some treasured privilege
- Using a ruler on the hand. How would you go about doing that? Be sure to talk to your principal before doing this.
- Change seating
- Ask principal to become involved.

THE GOAL OF DISCIPLINE IS NOT TO PUNISH, BUT TO REDEEM AND TRAIN.
--Patrick Heatwole

- A KEY INGREDIENT IN RESPONDING REDEEMPTIVELY TO A DISCIPLINE ISSUE IN THE CLASSROOM IS TO DISCERN WHETHER THE CHILD IS BREAKING A RULE (OR PROCEDURE) DUE TO
1. CHILDISH FORGETFULNESS OR
 2. DELIBERATE DISOBEDIENCE

NEGATIVE CONSEQUENCES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

FIRST TIME OFFENSE IS VERY DIFFERENT FROM CHRONIC VIOLATIONS AND NEEDS TO BE TREATED DIFFERENTLY.

WRITE YOUR OWN Classroom Procedures

Explain (tell and demonstrate step by step)

Rehearse (students retell)

Practice (students practice doing it)

Reinforce (watch for understanding, praise, reteach as needed)

A procedure is simply a method or process for how things are to be consistently done in a classroom. It includes thinking about how materials, space, time, and students are organized. Good classroom management always requires good procedures.

“Classroom management refers to all the things that a teacher does to organize students, space, time and material so that instruction in content and student learn can take place.”¹

1. Student desks

- All student desks face the teacher; arrange so you can easily access them. Can they all see you? Can you see all of them? Should chairs always be pushed in?
- Do you want neat rows? For young ones consider sticking dots on the floor as “home spots” for back legs of desk to facilitate keeping desks in place. *“Desks on dots!”*
- Students LOVE new seat assignments. How often will you change these seat assignments? *I do it once a quarter.*

2. Specific arrangement of desk contents

- A very specific desk arrangement to be followed the rest of the year really helps “de-clutter” young children’s desks and facilitates finding pencils, erasers, etc (saves lots of time). Where should they always keep their pencils? workbooks, textbooks, scissors, crayons, etc. The first day of school spend time arranging all these. Have example ready. This investment pays significant dividends!
- Have students practice pulling out specific items without looking into desk. Example: “Get out your ruler, your pencil, eraser, phonics book . . .”
- If desk size is too small, extra and seldom used items could be stored in another spot in the classroom. *I call this their “pantry”!*

On this side jot your plan of action:

¹ Harry K. Wong and Rosemary T. Wong, The First Days of School (Mountain View: Harry K Wong Publications, Inc., 1998). 84

3. Keeping desks orderly

- How will students keep their desks orderly? Will you have a daily “tidy-time”? Will they be checked by you, by classmates, by no one? Will you give a reward for neat desks? If so, how frequently? What kind of reward? Does it need to be candy? What about extra recess or story time if everyone has a neat desk (or whatever you are wanting to emphasize)? *I have a daily “tidy-time” slot, right after last recess. Sometimes I have classmates check each others, sometimes I do. Mostly they are simply expected to do it without anyone looking over their shoulder.*

4. Morning routines

- What 3-5 things do you want every child to do every morning? Think about coats, backpacks, “Good mornings”, water, restroom, passing out books, correcting work, telling teacher those “Guess what?!” stories, homework brought back . . . do you want them to sit in their seat and wait for the starting bell, or roam the classroom until the bell sounds? What about roaming in other classrooms? What signal will tell them they need to be sitting and quiet when the starting bell rings (without you telling them every morning)? Decide what you want then deliberately practice this routine.

5. Restroom plan

- When will you give time to use the restroom? Always before/after recess? What about using the restroom during class time? Will there be any consequence for needing to go during class time when they didn't go at recess? What if they did go at recess time and still need to go during class time? *If they went at recess I give no consequence if not, and now need to, its two- five minutes of recess.*
- What restroom behavior do you expect? Quiet voices? (define “quiet”) No talking? Do you want them to always wash their hands with soap? Line up to wash their hands? You decide, then practice them doing it. If you don't have a plan, they will quickly come up with their own!

QUOTE FROM MELVIN LEHMAN: “NOT ALL PROBLEMS CAN BE ORGANIZED AWAY, BUT SOME CAN AND FOR CRYING OUT LOUD, GET RID OF THE ONES YOU CAN!”

On this side jot your plan of action:

6. Moving around in the building / classroom

- If walking in the building is the school plan, then practice doing it from day one—deliberately, don't just say “when we come in from recess”, but do a practice run—oops, walk! *To avoid the “I was just walking fast” excuses, I define walking as no running nor very hurried walking! Those with difficulty remembering this could practice walking the hallways slowly for five minutes during the next recess! (It works well!)*

7. Water-drinking plan

- When and how will they have access to water? Only before/after recess? What cups will be used? Will they line up? May they talk in line? Mess around? --define messing around.

8. Leaving and entering the room *(focus here is recess times)*

- Line up to leave the room.
- Think about who will get and bring back in the playground equipment? Could you assign certain students to always get the bats, balls, bases, etc. and send them out ahead of the rest so playing can start more quickly? Should the same people bring in the play equipment?
- To avoid noisy re-entrance into the building you could train them that the recess bell means line up by the outside door closest to where you were playing—boys make one line and girls another. It gives students a chance to remember the equipment that needs to be brought in, a chance to become a bit quieter, and the teacher a chance to say anything necessary before they go. First people in line then hold the door for the rest.
- Will students go directly to their desks after coming in from recess or may they unwind a bit, talking with classmates as they come in? Could you arrange to have a bit of work they can do as soon as they come in so its not just a wait-till-everyone-is-in deal?
- *On hot days I use a spray bottle and spray the children's faces with cold water just before they come in. They love it and it really cuts the complaining about being hot.*

“ . . . PLEASANT WORDS PROMOTE INSTRUCTION”
PROVERBS 16:21

On this side jot your plan of action:

9. Lining up

- Lining up eliminates a lot of hassle. Come up with an easy to remember way to line up quickly. You could assign numbers to rows and have a different row start every week. Or the same row could start all the time, (since they will change seats sometimes, it would still vary who goes first). Practice lining up quickly. How fast can they do it?
- Teacher always leading the way also helps avoid a lot of trouble! The first child behind the teacher can be the “door holder” for the rest of the line.

10. Hand / finger signals

- Will you require them to raise their hand to talk? *Say yes!*
- Come up with a finger system—holding up one finger means one thing, two fingers something else, etc. This really helps communication when teacher is busy with another grade. Ask co-teachers for anything already in place at the school. Think about things like asking teacher for help, permission to throw something in the wastebasket or get a tissue, asking a classmate for help, asking for free time, permission to go use the restroom or sharpen a pencil . . . not all of them, you don't have seven fingers on one hand! You must decide how much walking around you will allow. Maybe you will choose to not allow them to sharpen pencils during class time and that they may get a tissue or throw something in the wastebasket without permission. But come up with a plan before they do!
- Students “talk” by raising x number of fingers, what hand signals can you as the teacher have to make things run more smoothly? Try ones like: *“Wait”, “In a little bit”, “Ask your neighbor”, “Quiet”*

11. Signal for “immediate attention”

- Decide on a specific signal, such as tinkling a small bell, that means “everyone immediately stop and look at me”. Deliberately practice this. Differentiate between the immediate response and “come to a good stopping place”-- meaning finish the word you are on but don't start on the next thing-- used when transitioning to the next class. *“Everybody listen!” “Right now!”*

WHEN FRUSTRATED BY THINGS YOU DIDN'T THINK TO ORGANIZE, SIT DOWN AND LIST THE PROBLEMS, THEN ONE BY ONE COME UP WITH A PLAN ON HOW TO ADDRESS THEM.

On this side jot your plan of action:

12. Dismissing at the end of the day

- How will you dismiss? Traditional dismissal song? Line up and all go out together or everyone go as they finish their last minute responsibilities? How will you remember to send home any needed homework? What tidy-time jobs could students do at the end of each day to help keep the classroom tidy? Think about the floor, chalkboards, shelves, recess equipment, desks in order and tidy on the inside, etc?
- *Helpful hint: A "Remember Box" in the corner of the chalkboard to jot down things I need to remember to send home really helps.*

13. Handing in books and papers

- Where will students hand in their work? When? How?--all facing same way? Loose papers stacked separately from books? Different files for different grade levels? Plan and label locations.
- How important is it that students don't distract others when they hand in papers or books, get a free-time library book, etc? Do you want students to hand in their completed work as they finish it or wait to hand them all in just before going out to recess? Should only 1 or 2 students be allowed to move around at one time?

14. Teacher's desk

- Organize your desk so you have easy access to important items.
- Are any of your drawers ones children are allowed to open? How about a place to store extra rubber bands (to replace broken ones when practicing flashcards), paper clips, extra pencils, etc. that students are allowed to get without asking each time? *I have one teacher drawer they are allowed to use.*

WE MUST SEEK TO MANAGE THE CLASSROOM FOR THE GOOD OF THE STUDENTS, NOT ONLY FOR OUR CONVENIENCE. THE GOAL IS NOT TO CONTROL AND MANIPULATE, BUT TO CREATE AN ATMOSPHERE THAT FREES STUDENTS TO LEARN.

On this side jot your plan of action:

15. Lunch time

- Where will they eat? May they roam around while eating? May they use microwaves? What plan can you come up with to make the same ones don't always rush through hand-washing and get in line first? Maybe you want to consider using a toaster oven and avoid long microwave lines? Will students ever be allowed to eat outside? Who will clean the sticky desks or tables after lunch?
- How will you dismiss for lunch? Will you pray a song? Who chooses? Are students allowed to rush to the door as soon as prayer is over?
- What do you want lunch time to look like? (unstructured time can quickly turn into foolish talk time)
- May they run out to play as soon as they have “wolfed” down their food?

16. Pencils

- Will you require “pencils only” when completing their work? *I hope you say, “Yes!”* How many sharpened pencils should each student have on hand in their desk? Where will they store extras?
- When will the sharpener be used and by whom? If you choose to avoid the noise of sharpening pencils during the day whenever it is needed, plan when it will be done and how students will consistently have sharp pencils ready to go.

17. Free time

- What will students do after completing their work? Will you ask them to stay at their desks and read, draw (where will you keep available paper to draw?), work on Bible memory, work on flashcards (where will the flashcards be?), color (where will you keep coloring books), or what? May they practice their Bible memory or flashcards with a classmate? Will you have constructive games and puzzles available in the back? May they sit in the back to work on these things? *My policy is: forenoons students with free time do quiet “alone” activities at their desk. Only afternoons may they go to the back corner to do other activities. Only quiet whispering in corner allowed.*
- Free time activities are a privilege earned, not a right.

MELVIN LEHMAN SAYS, “HABIT AND STRUCTURE BRING ORDER TO THE CHAOS OF THE MIND AND CLASSROOM.”

On this side jot your plan of action:

18. Checking out library books

- How will you keep track of books checked out from the library? Check with a co-teacher for ideas on how it has been done in the past. You could prepare a poster with a pocket for each student and keep their cards in their pocket. Will you set a limit on how many may be checked out at once? Will you have a fee for overdue books? How will you keep track? How can you encourage checking out books? Could you plan a slot in your schedule specifically for checking out books? How will they be returned (with proper card in pocket!) onto its proper spot on the shelf? Could an older student help the younger ones? *I have a box where they place returned books, then a 5th or 6th grader comes in to replace the card and put book on shelf.*

19. Posting the schedule and assignments for the day

- Where will you write the scheduled work for the day? Think of a place where it can be put consistently.

20. A couple helpful hints:

- Finding pages in books quickly
 - Give each child a pretty bookmark (postcard perhaps) to go with each book/ workbook. Mark them with the child's name and the subject it belongs to. Note: the reading book ones should not be decorative for they will distract in the reading process.
 - Students keep the bookmark in their books at all times - it facilitates finding the correct page, both the student as well as the teacher when checking.
- Returning students' work -- graded papers home to parents
 - Give each child a 9" by 12" envelope where all graded loose papers are placed to go home. On the front of each envelope have a parent signature sheet. These envelopes can go home on Fridays, parents remove papers, sign the sheet, and send the envelope back with child on Monday or some other day before Friday.
- Returning students' work -- graded books back to students
 - In the evening, teacher places checked books on a student's desk close by. The first children to come in the morning pass them out onto the other students' desks. This works well and saves the teacher time.

On this side jot your plan of action: