A PEEK AT THE FIRST WEEK:
TEACHING CLASSROOM & BEHAVIOR EXPECTATIONS

TEACHERS-FIRST WEEK BACK TO SCHOOL...

MAY THE ODDS BE EVER IN YOUR FAVOR

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PROBLEM STATEMENT

- I've always found it difficult that student teaching doesn't start until AFTER expectations have already been taught.

- Going into my first year teaching, I realized how much I would have benefitted from observing a classroom from the second the kids walked in the door on the first day.

- Since those first few weeks are so vital to how the rest of the year will go, I wish there were more trainings on this specific area.

- I'm about to start my 3rd year teaching, and hope to share some knowledge I've learned about the first days of school.

- Through this project, I hope to create a resource for new teachers to use during the first week of school to help them kick off a successful year.

END GOALS

- The goal of this "Peek at the 1st Week" is to give new teachers a suggested plan for what the 1st week of school looks like in terms of classroom/behavior expectations. What procedures and routines should be taught first? What does explicit teaching of these expectations look like? How should they be practiced? How often should you review?

- This program is specifically tailored for PreK-2 teachers, but older grades could benefit from this as well. I'll offer tips and suggestions, classroom procedures and routines to implement, and resources to help support teachers during that first week.

DEFINITIONS

Classroom/Behavior Management

* …the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class (Ed Glossary, 2014).

* …the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (American Psychological Association, 2018).

CLASSROOM & BEHAVIOR MANAGEMENT FACTS

- According to the American Psychological Association (2018), effective classroom management:
  - Establishes and sustains an orderly environment in the classroom,
  - Increases meaningful academic learning and facilitates social and emotional growth, and
  - Decreases negative behaviors and increases time spent academically engaged

- Children's behavior isn't getting better on it's own...68% of Elementary teachers say "behavior issues that interfere with teaching and learning have notably worsened," according to a report released by Scholastic in 2012 (Scholastic, 2018).

SAMPLE PEEK AT THE WEEK

"STUDENTS MUST KNOW FROM THE VERY BEGINNING HOW THEY ARE EXPECTED TO BEHAVE AND WORK IN A CLASSROOM ENVIRONMENT"

(WONG & WONG, 1998, P. 170)

| DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
MORNING				
❑ Arrival* ❑ Attendance ❑ Carpet Behavior* ❑ Asking for help* ❑ Lining Up ❑ Hallway* ❑ Lunchroom	❑ Review ❑ Morning Work ❑ Class/ School Rules ❑ Emergency Procedures* ❑ Snack Time ❑ Supplies* ❑ Class Jobs ❑ Individual Work	❑ Review ❑ Library* ❑ Read to Self (introduce 1 center per week) ❑ Noise Levels	❑ Review ❑ Use of Technology ❑ Tattling v. Reporting ❑ Guest Visitors* ❑ Interruptions* ❑ If the teacher is out*	❑ Review as needed
AFTERNOON				
❑ Review ❑ Student #s ❑ Recess* ❑ Bathroom ❑ Attention Signals* ❑ Specials ❑ Pack-up/ Dismissal*	❑ Review ❑ Rewards/ Consequences ❑ Transitions/ Movement* ❑ Sharpening Pencils* ❑ Turning in Work*	❑ Review ❑ Personal Space/ Boundaries ❑ Desk/Table Organization* ❑ Tardy Work*	❑ Review ❑ Quality of Work ❑ Fast Finishers* ❑ Small Group/ Partner Work* ❑ Absent Work*	❑ Review as needed

(* from Wong & Wong, 1998)

EXPLICIT TEACHING

"MOST BEHAVIOR PROBLEMS IN THE CLASSROOM ARE CAUSED BY THE TEACHER'S FAILURE TO TEACH STUDENTS HOW TO FOLLOW PROCEDURES. "
(WONG & WONG, 1998, P. 174)

Harry Wong (1998) offers a three-step process to teaching procedures:

1) **Explain-** State, explain, model, and demonstrate the procedure

2) **Rehearse-** Rehearse and practice the procedure under your supervision

3) **Reinforce-** Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine

The following are additional examples of explicit teaching strategies that can be used for Step 1:
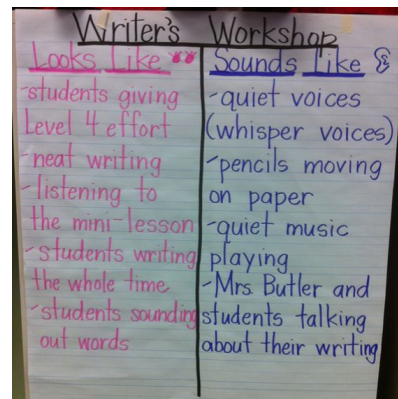
Looks Like/Sounds Like Matrix
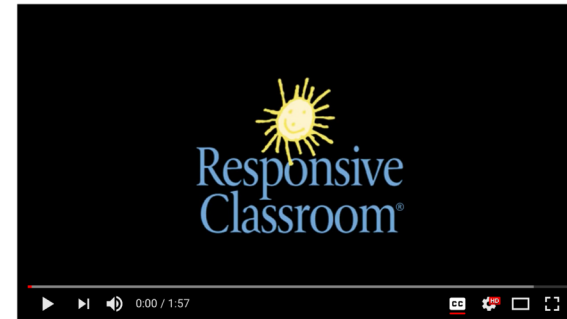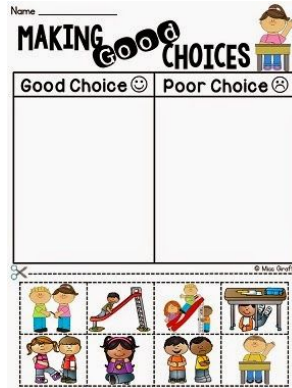(OSEP, 2017)

Anchor Charts
(Wong & Wong, 1998)

Social Stories
*Especially useful for children with disabilities

PRACTICE MAKES PERFECT

The following are additional examples of explicit teaching strategies that can be used for Steps 2 and 3:

- Write or make drawings about people following class rules

- Good vs. Bad sorts

Click here to watch video

When should you review procedures?

- When a new student joins the class

- After long holiday breaks (Fall Break, Thanksgiving, Christmas, Spring Break)

(Responsive Classroom, 2018)

CONCLUSION

- The first few days of school can be extremely stressful for teachers- especially brand new ones.
- Having a plan of what routines, procedures, and expectations need to be taught each day can help alleviate that stress.
- Since all classrooms are different, there is not a one-size-fits all checklist for the first week of school, but there are many steps you can take to start the year on a successful foot.
- Teach expectations in the order that works for your students.
- What routines, procedures, or expectations would YOU add to the list to fit the needs of your own classroom??

ADDITIONAL RESOURCES (BOOKS)

- Wong, H. K., & Wong, R. T. (1998). *The First Days of School: How to Be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications.

- Denton, p. & Kriete, R. (2000). *The First Six Weeks of School.* Northeast Foundation for Children.

- Responsive Classroom (2015). *The First Six Weeks of School.* Turners Falls, MA: Center for Responsive Schools, Inc.

ADDITIONAL RESOURCES (ARTICLES)

- Peterson, A. (2015). Books to teach routines and procedures. *Kindergarten chaos* [Website], Retrieved from http://kindergartenchaos.com/books-to-teach-rules-and-procedures/

- Minkel, J. (2015). What do to the first days of school. *Education Week Teacher* [Website], Retrieved from https://www.edweek.org/tm/articles/2015/08/07/what-to-do-the-first-day-of.html

- Mims, L. (2013). You only get one first day of school. *Edutopia* [Website], Retrieved from https://www.edutopia.org/blog/only-1-first-day-school-lisa-mims

ADDITIONAL RESOURCES (WEBSITES)

- http://www.pbis.org

- https://www.effectiveteaching.com

- https://www.responsiveclassroom.org

ADDITIONAL RESOURCES (NATIONAL GROUPS)

- http://www.nea.org
  - National Education Association
- https://www.naeyc.org
  - National Association for the Education of Young Children
- http://www.apa.org
  - American Psychological Association

REFERENCES

- American Psychological Association (2018). *Classroom management* [Website]. Retrieved from http://www.apa.org/education/k12/classroom-mgmt.aspx

- Ed Glossary (2014). *The Glossary of Education Reform: Classroom Management* [Website]. Retrieved from https://www.edglossary.org/classroom-management/

- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017). *Positive Behavioral Interventions & Supports* [Website]. Retrieved from www.pbis.org.

- Scholastic, Inc. (2018). *Classroom behavior problems increasing, teachers say* [Website]. Retrieved from https://www.scholastic.com/teachers/articles/teaching-content/classroom-behavior-problems-increasing-teachers-say/

- Wong, H. K., & Wong, R. T. (1998). *The First Days of School: How to Be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications.

- Responsive Classroom (2018). *Revisiting Classroom Rules* [Website]. Retrieved from https://www.responsiveclassroom.org/revisiting-classroom-rules/