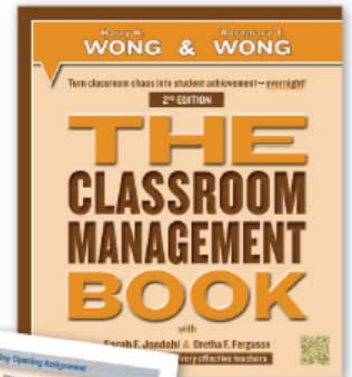
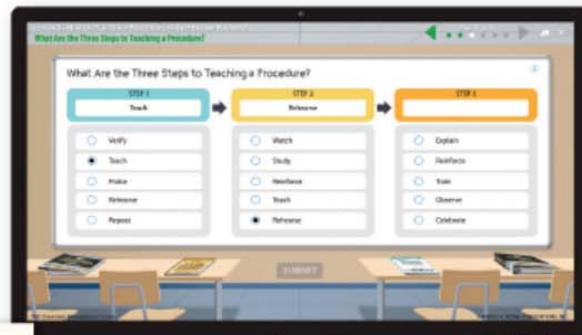
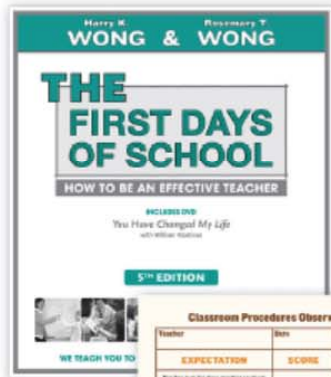


THE Classroom Management Course

with Harry and Rosemary Wong



Teacher	Item	Class
	EXPECTATION	SCORE COMMENTS
	Teacher and students greeting students at the door. (See attachment.)	
	Beliefs in pencil.	
	Students enter the classroom and immediately begin work as expected.	
	Agenda for the day is posted.	
	A beginning of class or meeting routine is used.	
	Classified for the day is posted.	
	Teachers are seated with students at the beginning of class.	
	Teacher can quiet the room quickly.	
	Individual classroom procedures are posted.	
	Students know how to correctly get up and down.	
	Students know how to get help.	
	Teacher addresses the class.	
	Teacher is in the door to monitor the classroom.	
	Score	
	1. Excellent Classroom Management	AA. One Step Ahead
	2. Good Classroom Management	A. On Track
	3. Needs Improvement	B. Needs Work
	4. Poor Classroom Management	CC. One Step Behind



Leader's Guide



WWW.HARRYWONGONLINE.COM

Home of the premier eLearning course produced by
Harry K. Wong Publications, Inc.
www.EffectiveTeaching.com

Contents of Leader's Guide to *THE Classroom Management Course*

3 ...	General Information
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19 ...	Summary Lesson 2: How Do You Create a Classroom Management Plan?
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47 ...	Group Users Recommendation with No Leader Interaction
49 ...	Additional Resources
50 ...	Suggestion for Organizing Your Binder
54 ...	Blank Binder Page
55 ...	Classroom Management Template
56 ...	Help
57 ...	Testimonials
58 ...	My Additional Notes

General Information



There is a purpose for taking this course—learning how to structure and organize a classroom to maximize learning time. This section provides an overview of the course, what is required of each user to proceed through the course, how to navigate the pages in the course, and what is produced as the final product of the course.

Course Overview

THE Classroom Management Course with Harry and Rosemary Wong is based on the book, **THE Classroom Management Book**. Access to the book is necessary to complete the work. The purpose of the course is to teach the user how to structure and organize a classroom to maximize learning time for student success. It highlights real teachers and administrators and their classroom management plans—all for the user to model and implement immediately.

This is not a lecture. This online course guides the user through all of the steps necessary to create a classroom that runs smoothly so that learning time is maximized, and interruptions are minimized. The user will experience effective teaching videos, formative exercises, testimonials from practicing teachers, visual examples to copy and use, and resources to access for enrichment learning.

By the end of the course, the user will have created a virtual, personal **Classroom Management Plan Binder** filled with procedures to create an effective and successful classroom.

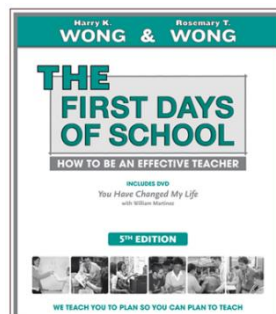
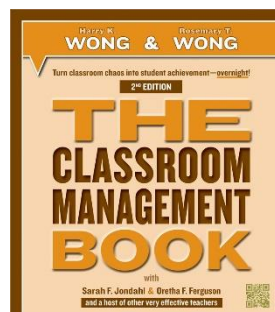
The course is designed for individual professional growth or for group instruction and will take approximately twenty-five hours to complete. Users have access to the course for ninety days from the date of first login. **All materials created by users as part of the course must be downloaded before access to the course expires.**

Course Outcomes

- Describe the characteristics of a well-managed classroom
- Understand the impact classroom management has on effective teaching
- Explain the differences between classroom management and discipline
- Create and organize a personalized Classroom Management Plan
- Demonstrate the three steps in teaching a procedure so that it becomes a routine
- Recognize the procedures essential for all classrooms
- Manage the day or period to maximize learning time
- Develop students who are responsible for their own learning
- Contribute to creating a “culture of consistency” at your school

Course Materials Needed

- Access to **THE Classroom Management Book** is required to complete the **ESSENTIAL** reading assignments.
- Access to **THE First Days of School** is needed if users wish to complete the optional, additional **ENRICHMENT** reading assignments. It is not a requirement to complete the course.

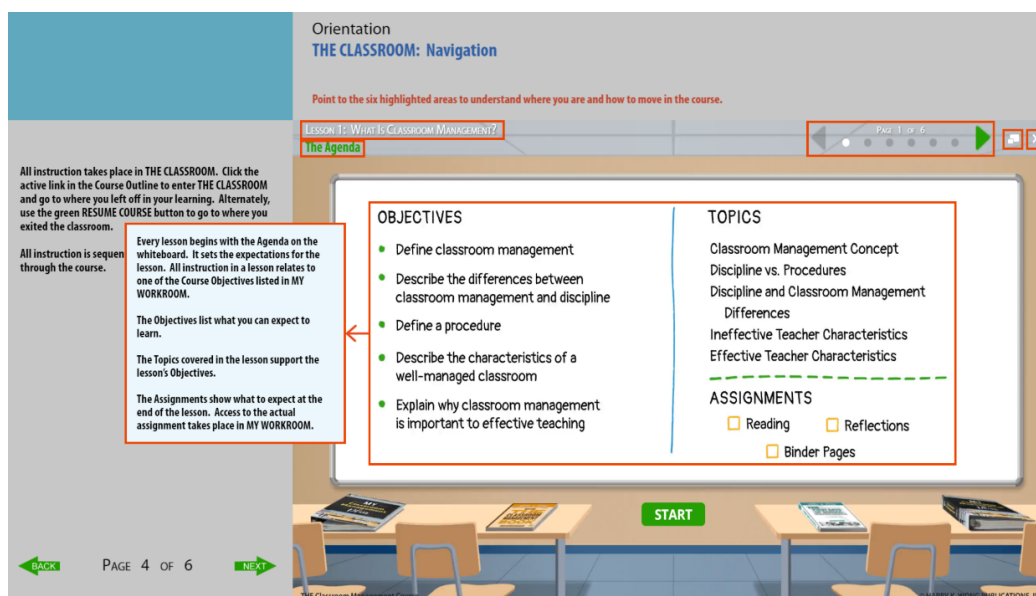


Course Organization

The course is accessed at www.HarryWongOnline.com. Individual users will enter login credentials on the door to gain entry into **MY WORKROOM**. Select **Remember Me** to save the credentials. Group users will enter token information on the door and will set up credentials for entry. Leaders of a group will enter a room called **LEADER ACCESS**. This room is the same as **MY WORKROOM**, but with the ability to access reports and monitor the progress of a group.

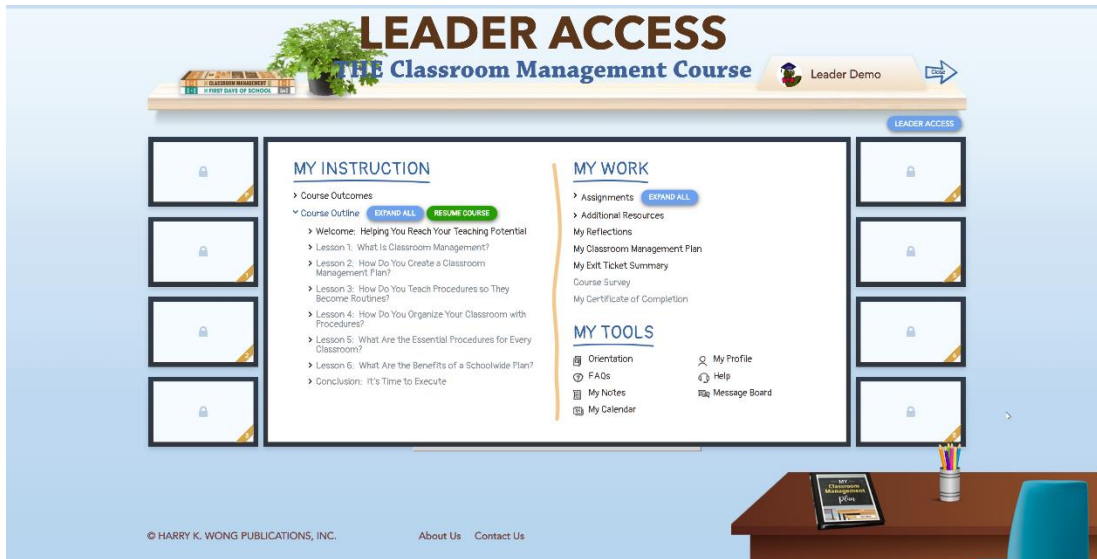


Upon entering **MY WORKROOM/LEADER ACCESS** for the first time, users are prompted to access **Orientation**. This is a six-screen overview of what to expect from the course and how to successfully navigate it. **It is highly recommended that all users start with Orientation for a positive experience.**



If the user chooses to bypass **Orientation**, it can be accessed at any time from the whiteboard under **MY TOOLS** in **MY WORKROOM/LEADER ACCESS**.

At the end of **Orientation**, leaders are returned to **LEADER ACCESS**. This is the navigation hub to access the content, assignments, and any work saved. The focal point of the room is a large whiteboard that is divided into three sections.



1. MY INSTRUCTION

- > Course Outcomes
- > Course Outline
 - > Welcome: Helping You Reach Your Teaching Potential
 - > Lesson 1: What Is Classroom Management?
 - > Lesson 2: How Do You Create a Classroom Management Plan?
 - > Lesson 3: How Do You Teach Procedures so They Become Routines?
 - > Lesson 4: How Do You Organize Your Classroom with Procedures?
 - > Lesson 5: What Are the Essential Procedures for Every Classroom?
 - > Lesson 6: What Are the Benefits of a Schoolwide Plan?
 - > Conclusion: It's Time to Execute

2. MY WORK

- > Assignments
- > Additional Resources
- My Reflections
- My Classroom Management Plan
- My Exit Ticket Summary
- Course Survey
- My Certificate of Completion

3. MY TOOLS

- | | |
|--------------|----------------|
| Orientation | My Profile |
| FAQs | Help |
| My Notes | Message Board* |
| My Calendar* | |

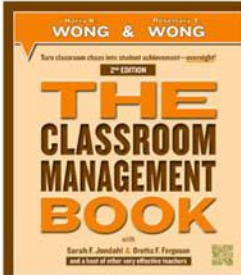
*Message Board and My Calendar show on the whiteboard only for users who are part of a group. They do not show for individual users.

Course Structure

The course is a cumulative experience and will take approximately twenty-five hours to complete. It is comprised of two sections—Instruction and Assignments.

- 1. Instruction**—Harry and Rosemary Wong lead the user through eight parts of varying lengths.
 - Welcome: Helping You Reach Your Teaching Potential
 - Lesson 1: What Is Classroom Management?
 - Lesson 2: How Do You Create a Classroom Management Plan?
 - Lesson 3: How Do You Teach Procedures so They Become Routines?
 - Lesson 4: How Do You Organize Your Classroom with Procedures?
 - Lesson 5: What Are the Essential Procedures for Every Classroom?
 - Lesson 6: What Are the Benefits of a Schoolwide Plan?
 - Conclusion: It's Time to Execute
- 2. Assignments**—There are three types of **Assignments** followed by a summative check for understanding.
 - a. Reading Assignments**—Designed to further develop the user’s learning.
 - I. ESSENTIAL**—Pages from *THE Classroom Management Book* that are **required** to advance in the course.

LESSON 1: ESSENTIAL READING

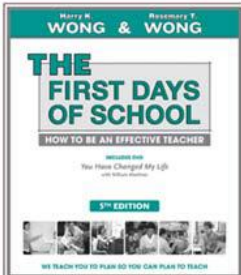


Please read these pages to reinforce your understanding of the course content:
5–14, 31

When you are done with your Essential Reading, please return to the Assignments for this lesson to complete the rest of your work. The next lesson is locked until all of the links for this lesson have been opened and completed as needed.

- II. ENRICHMENT**—Pages from *THE First Days of School* that are optional.

LESSON 1: ENRICHMENT READING



Please read these pages to enhance your understanding of the course content:
2–5, 92–103, 138–148, 198–201

b. Binder Pages—Created to produce a virtual **Classroom Management Plan Binder**.

- I. **ESSENTIAL**—Suggestions for the essential procedures in a classroom. Accessing the page is **required** to advance in the course.

WELCOME: ESSENTIAL BINDER PAGES

Throughout the course you are given templates to create pages for your Classroom Management Plan Binder. The pages in Welcome are the covers for your binder. Personalize it with your name on the placard on the cover and put your favorite quote on the back cover. Save the Blank pages to use as you add more procedures to your binder.

As you move through the course, there are files for Essential Binder Pages and Enrichment Binder Pages. The Essential pages are the basic procedures necessary for a smooth-running classroom. The Enrichment pages are suggestions for procedures that you may want to implement as you become comfortable with teaching procedures.

If you need help in organizing your binder, see Additional Resources for a guide.

EDIT **PRINT** P-1: Binder Covers

CREATE **PRINT** P-2: Blank Binder Page Directions

EDIT **PRINT** P-3: Blank Binder Page

- II. **ENRICHMENT**—Optional suggestions for additional classroom procedures.

LESSON 1: ENRICHMENT BINDER PAGES – OPTIONAL

CREATE **PRINT** 1-1 EN: Organizing Student Storage

CREATE **PRINT** 1-2 EN: Organizing Student Desks

EDIT **PRINT** 1-3 EN: Additional Seating Arrangements

Saved **Binder Pages** are stored under **My Classroom Management Plan** on the whiteboard. They can be edited at any time during a user’s course access. All **Binder Pages** must be downloaded before access to the course expires.

MY INSTRUCTION

- > Course Outcomes
- ▼ Course Outline **EXPAND ALL** **RESUME COURSE**
 - > Welcome: Helping You Reach Your Teaching Potential
 - > Lesson 1: What Is Classroom Management?
 - > Lesson 2: How Do You Create a Classroom Management Plan?
 - > Lesson 3: How Do You Teach Procedures so They Become Routines?

MY WORK

- > Assignments
- > Additional Resources
- My Reflections
- My Classroom Management Plan**
- My Exit Ticket Summary
- Course Survey
- My Certificate of Completion

- c. **Reflections**—Questions offered to internalize the information from the lesson and consider how it applies to the user’s situation. Accessing the page is **required** to advance in the course.

THE Classroom Management Course
Lesson 1: What Is Classroom Management?

Reflections on Lesson 1

In this lesson you learned

- how to define classroom management.
- the differences between classroom management and discipline.
- how to define a procedure.
- the characteristics of a well-managed classroom.
- why classroom management is essential to effective teaching.

1. Classroom management is not a hot new topic. Businesses and business leaders have been recognized and applauded through the years for their management skill. The same organizational concepts that apply to businesses also apply to the classroom. What are some of the similarities between a well-run business and a well-run classroom?

2. Why do children respond more positively to classroom procedures than to classroom rules?

3. How is a procedure different from just telling the student what to do?

Saved **Reflections** are stored under **My Reflections** on the whiteboard. They can be edited at any time during a user’s course access. All **Reflections** must be downloaded before access to the course expires.

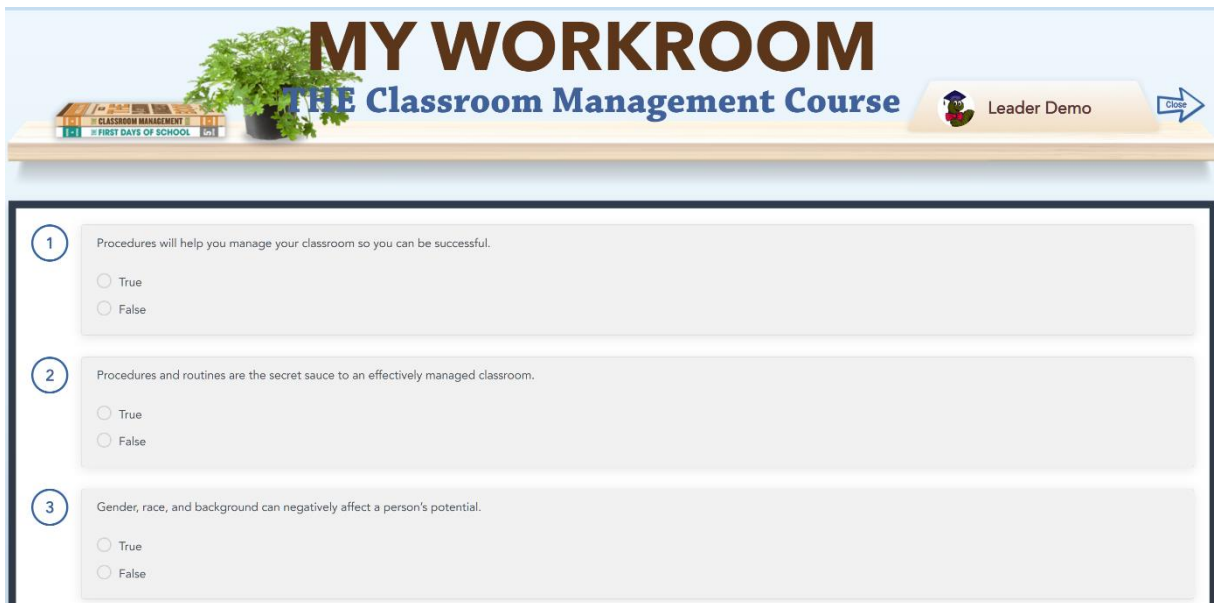
MY INSTRUCTION

- > Course Outcomes
- ▼ Course Outline [EXPAND ALL](#) [RESUME COURSE](#)
 - > Welcome: Helping You Reach Your Teaching Potential
 - > Lesson 1: What Is Classroom Management?
 - > Lesson 2: How Do You Create a Classroom Management Plan?
 - > Lesson 3: How Do You Teach Procedures so They Become Routines?

MY WORK

- > Assignments
- > Additional Resources
 - My Reflections
 - My Classroom Management Plan
 - My Exit Ticket Summary
 - Course Survey
 - My Certificate of Completion

- d. **Exit Ticket**—Summative knowledge checks of various types and lengths that determine the user’s understanding of the lesson and reading assignment. Completing the **Exit Ticket** is **required** to advance in the course.



A summary of scores from **Exit Tickets** taken is stored under **My Exit Ticket Summary** on the whiteboard. The report can be retrieved at any time during a user’s course access.



The structure of the course is consistent and models effective instructional strategies.

- Each part begins with The Agenda board outlining what is to be learned.
- Instruction by the Wongs and various interactions follow.
- At the end of instruction, the user is taken to the first assignment for the lesson. The **required** assignments must be accessed before the user can advance to the next lesson. Other assignments are optional and are recommended for enrichment purposes.
 - **ESSENTIAL** Reading (**required**, pages found in *THE Classroom Management Book*)
 - **ENRICHMENT** Reading (optional, pages found in *THE First Days of School*)
 - **ESSENTIAL** Binder Pages (**required**)
 - **ENRICHMENT** Binder Pages (optional)
 - **Reflections** (**required**)

- The assignments for each lesson can be accessed in any order and can be returned to at any point while taking the course.
- After accessing the required assignments for that lesson, the **Exit Ticket** is unlocked to check for understanding. These knowledge checks are computer scored with immediate feedback given to the user.

Started on	Monday, March 8, 2021, 3:19 PM
State	Finished
Completed on	Monday, March 8, 2021, 3:25 PM
Time taken	6 mins 31 secs
Score	4/5

1 What is the most accurate definition of classroom management?

It refers to all of the things that a teacher does to organize students, space, time, and materials so that student learning can take place. ✓
 It refers to establishing a discipline plan to create order in the classroom so the teacher has time to teach.
 It refers to being sure the classroom is ready with tables, chairs, and books before the students enter the classroom.

Correct.

2 Which of these is a procedure?

A rule with a consequence if broken
 A reward for doing something correctly
 A penalty for not following the discipline plan
 A way or manner for doing something

Incorrect.
The correct answer is: A way or manner for doing something

3 Which classroom best describes one of an effective teacher?

The students wait outside the classroom until the bell signals the start of class so as not to disturb the teacher.

- Once the **Exit Ticket** is submitted for scoring, it cannot be taken a second time.
- To review the activity and responses to an **Exit Ticket** that has been scored, go to the **EXIT TICKET** page under **Assignments** for that lesson. Select **Review** to see the **EXIT TICKET** activity.

EXIT TICKET

Welcome
Helping You Reach Your Teaching Potential

Summary of Attempts

State	Score / 7	Review
Finished Submitted Wednesday, August 3, 2022, 12:34 PM	7	Review

Your Score: 7/7

To review all of your Exit Ticket knowledge check scores, go to MY WORKROOM > My Exit Ticket Summary.

No more attempts are allowed.

[CONTINUE](#)

- Upon successful completion of all parts of the lesson, a **Badge of Accomplishment** populates in the corresponding lesson’s frame on the **MY WORKROOM** wall and the next lesson is unlocked.



- Upon successful completion of all requirements of the course, a **Certificate of Completion** is generated with the user’s name and date of completion. It can be downloaded prior to the expiration of a user’s course access and printed for framing or submitted as proof of completing the course.



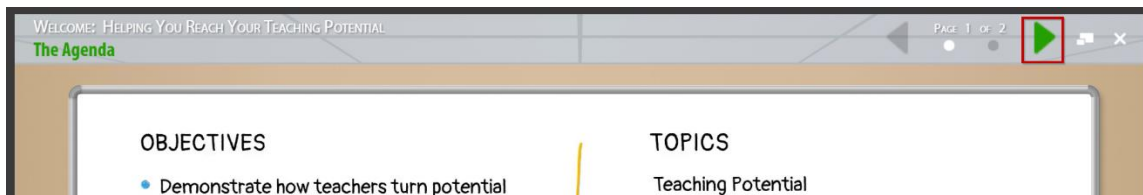
Course Navigation

The course is a sequential experience. The user starts in the left column of the whiteboard under **MY INSTRUCTION** in the **Course Outline**. **BLUE text** with a “>” is clickable to reveal a menu of pages. **GRAY text** cannot be accessed until it is unlocked by interacting with the course. **BLACK text** can be accessed anytime. **GREEN text** shows that the information has been viewed and can be accessed again at any time.

- Select **The Agenda** to begin instruction.



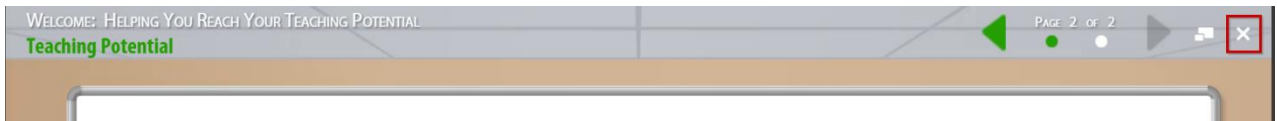
- To move to the next page, click the **green arrow** in the upper right corner.



- At the end of instruction of the segment or lesson, click the **green arrow** in the upper right corner. It will go to the first required assignment, **ESSENTIAL** Reading.
- After opening the **ESSENTIAL** Reading page, the user is directed to go back to the **Assignments** for the lesson and complete them in any order desired. As each page is opened, it will turn **green**.
- When all required items have been completed, the **Exit Ticket** unlocks as the last required item to be done before proceeding to the next lesson.

This user can go back and access any completed **green link** on the whiteboard at any time while taking the course.

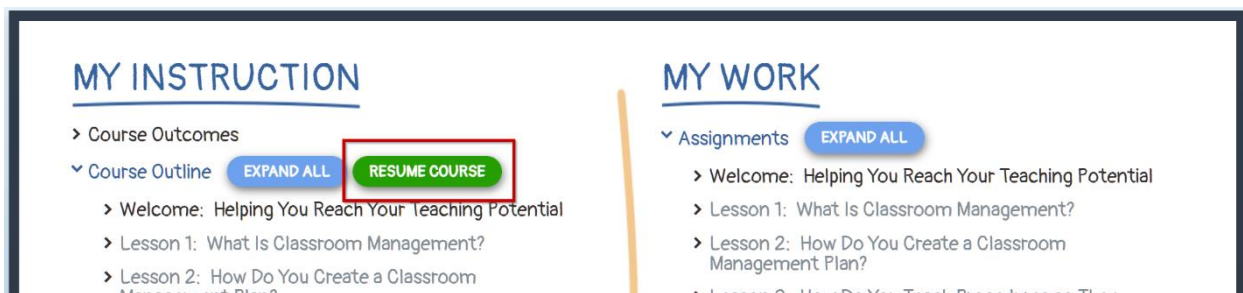
- To exit watching a lesson before completing it, click the white **X** in the upper, right corner of the lesson page. This action returns the user to **MY WORKROOM/LEADER ACCESS** and marks the page to return to, if desired, when watching the lesson resumes.



- To completely exit from the course at any time, click the **blue, Close arrow** in the upper right corner of the screen.



- To return to work on the course, go to **www.HarryWongOnline.com** and reenter your credentials on the door once again, if **Remember Me** was not selected when first logging in. To return to the last lesson page accessed prior to exiting the course, select the **green, RESUME COURSE button** on the whiteboard.



Final Product

The time invested in taking the course will produce a virtual **Classroom Management Plan Binder** that will stay with users throughout their professional careers. It can be modified through the years and added to any time the need arises. It can be kept digitally or printed and stored in a binder to be kept in the classroom for anyone to access.



The format of the **Binder Page** is a PDF. **The pages must be downloaded before the user's access to the course expires.** The program generates email reminders prior to the user's expiration date. A **green, DOWNLOAD ALL button** is available on the **My Classroom Management Plan** page.

MY CLASSROOM MANAGEMENT PLAN

The Binder Pages that you access and save are stored here while you work on the course. Come back to work on them at any time while you are taking the course. When you finish the course, download them to your personal files to create a Classroom Management Plan Binder to use throughout your teaching career.

Organize your binder with tabs to fit your needs. For ideas, look at Sarah Jondahl's binder organization in Lesson 2 or access Organizing Your Binder under MY WORK > Additional Resources or [click here](#).

EXPAND ALL

DOWNLOAD ALL

- > Welcome: Helping You Reach Your Teaching Potential
- > Lesson 1: What Is Classroom Management?
- > Lesson 2: How Do You Create a Classroom Management Plan?

Summary

Welcome: Helping You Reach Your Teaching Potential

Objectives:

Demonstrate how teachers turn potential into effectiveness

Pages:

The Agenda
Teaching Potential

ESSENTIAL Reading:

THE Classroom Management Book

Pages ii, iii, vii–ix, 1–4

ESSENTIAL Binder Pages:

P-1: Binder Covers
P-2: Blank Binder Page Directions
P-3: Blank Binder Page

Reflections Questions:

1. You were introduced to four very effective teachers. Chelonnda Seroyer and Sarah Jondahl were first-year teachers. Kristen Wiss and Oretha Ferguson were veteran teachers. What characteristics did they have in common to be labeled as effective teachers?
2. If you are a preservice teacher, how can you plan for your effectiveness on your first minute of your teaching career? If you are a veteran teacher, why is it not too late to plan for your effectiveness?
3. “Potential” implies the possibility for an ability that has yet to be developed or discovered. What potential would you like to see yourself achieve by the end of this course?

Exit Ticket Type, Directions, and Possible Score:

True and False Statements
Select **TRUE** or **FALSE** for each statement.
Possible Score = 7

Enrichment Reading:

THE First Days of School

Pages 12–19, 168–172

Enrichment Binder Pages:

None

Additional Resources Recommended in Welcome:

None

Summary

Lesson I: What Is Classroom Management?

Objectives:

- Define classroom management
- Describe the differences between classroom management and discipline
- Define a procedure
- Describe the characteristics of a well-managed classroom
- Explain why classroom management is important to effective teaching

Pages:

- The Agenda
- Classroom Management Concept
- Discipline vs. Procedures
- Discipline and Classroom Management Differences
- Ineffective Teacher Characteristics
- Effective Teacher Characteristics

ESSENTIAL Reading:

THE Classroom Management Book

Pages 5–14, 31, 246

ESSENTIAL Binder Pages:

- 1-1: Classroom Rules
- 1-2: Classroom Consequences
- 1-3: Classroom Rewards
- 1-4: Behavior Intervention
- 1-5: Recognizing Positive Behavior
- 1-6: Classroom Seating Arrangement
- 1-7: If Students Finish Early

Reflections Questions:

1. Classroom management is not a hot new topic. Businesses and business leaders have been recognized and applauded through the years for their management skill. The same organizational concepts that apply to businesses also apply to the classroom. What are some of the similarities between a well-run business and a well-run classroom?
2. Why do children respond more positively to classroom procedures than to classroom rules?
3. How is a procedure different from just telling the student what to do?
4. What is a procedure you use in your personal life? How would your day be different if you didn't have this procedure to follow?
5. What are some areas of your classroom that can use improved classroom management techniques?
6. What are the first three procedures you will implement in your classroom so that it hums with efficiency? Why is this a question only you can answer?

Exit Ticket Type, Directions, and Possible Score:

Multiple Choice Questions

Select an answer and click **SUBMIT** to check your response.

Possible Score = 5

Enrichment Reading:

THE First Days of School

Pages 2–5, 92–103, 138–148, 198–201

Enrichment Binder Pages:

1-1 EN: Organizing Student Storage

1-2 EN: Organizing Student Desks

1-3 EN: Additional Seating Arrangements

Additional Resources Recommended in Lesson 1:

None

Summary

Lesson 2: How Do You Create a Classroom Management Plan?

Objectives:

- Explain the need for a Classroom Management Plan
- Discuss the benefits of a Classroom Management Plan
- Construct a Classroom Management Plan

Pages:

- The Agenda
- Letter of Introduction
- Greeting Students
- Opening Assignment
- Need for a Classroom Management Plan
- Benefits of a Classroom Management Plan
- Organizing a Classroom Management Plan
- Classroom Management Plans

ESSENTIAL Reading:

THE Classroom Management Book

Pages 24–36, 53–56, 60–63, 287–290

Suggestion for Organizing Your Binder located in Additional Resources in the course under My Work

ESSENTIAL Binder Pages:

- 2-1: Organizing Yourself
- 2-2: Classroom Materials
- 2-3: Letter of Introduction to Students
- 2-4: Classroom Expectations
- 2-5: Class Seating Chart
- 2-6: Seating Assignment Method
- 2-7: Classroom Floor Plan
- 2-8: First Day Opening Assignment
- 2-9: First Homework Assignment
- 2-10: All About Me Bulletin Board

Reflections Questions:

1. The concept of classroom management is very simple. Why do you think teachers resist the need to create this plan?
2. You know how a Classroom Management Plan benefits you. Of what benefit is it to your students?
3. At times in this course, your binder is referred to as a Classroom Management **Action** Plan binder. Why is this word important to your binder and its contents?
4. What are some procedures you can establish in your classroom? Start a list now and add to it as you gain further insights progressing through this course.

Exit Ticket Type, Directions, and Possible Score:

Fill in the Blank Multiple Choice Selection
Select a word or phrase to complete each sentence.
Possible Score = 7

Enrichment Reading:

THE First Days of School

Pages 111–119, 166–167

Enrichment Binder Pages:

2-1 EN: Letter of Introduction to Parents
2-2 EN: Class of Winners Bulletin Board
2-3 EN: Themes for Other Bulletin Boards
2-4 EN: Class Contact List
2-5 EN: Class Sociogram

Additional Resources Recommended in Lesson 2:

Suggestion for Organizing Your Binder

Summary

Lesson 3: How Do You Teach Procedures so They Become Routines?

Objectives:

- Identify the three steps to teaching a procedure
- Teach a procedure
- Describe how procedures become routines

Pages:

- The Agenda
- Demonstrating a Procedure
- Three Steps to Teaching a Procedure
- Walking in a Line Procedure
- Threading a Sewing Machine Procedure
- Benefits of Procedures

ESSENTIAL Reading:

THE Classroom Management Book
Pages 47–52

ESSENTIAL Binder Pages:

- 3-1: Procedure to Teach Procedures
- 3-2: Visuals for Procedures
- 3-3: Walking the Campus

Reflections Questions:

1. Why is it necessary to have a three-step approach to teaching procedures? Validate the importance of each step.
2. Can you “over teach” a procedure? When do you know that the class has had enough?
3. What is one way that having procedures in place will improve the teaching/learning experience in your classroom?

Exit Ticket Type, Directions, and Possible Score:

Multiple Choice Questions
Select an answer and click **SUBMIT** to check your response
Possible Score = 4

Enrichment Reading:

THE First Days of School
Pages 148–152, 155–165

Enrichment Binder Pages:

None

Additional Resources Recommended in Lesson 3:

None

Summary

Lesson 4: How Do You Organize Your Classroom with Procedures?

Objectives:

Identify the basic areas to organize for the start of school

Discuss the importance of establishing procedures to increase student learning time

Pages:

The Agenda

Importance of Procedures

Basics for Organizing the Classroom

ESSENTIAL Reading:

THE Classroom Management Book

Pages 16–23, 76–77, 92–95, 104–107, 112–115

Select the section that best reflects your teaching level:

272–276 (Elementary)

277–280 (High School)

281–283 (Middle School)

ESSENTIAL Binder Pages:

4-1: Academic Expectations

4-2: My First Day of School Introduction

4-3: First Day of School Schedule

4-4: Students' Names

4-5: Roll Taking

4-6: Tardy Process

4-7: Absence

4-8: Homework

4-9: Emergency Drills

4-10: Emergency Activities

Reflections Questions:

1. Why are procedures considered the key element for a well-managed classroom?
2. Imagine your classroom without procedures in place for one of the six basic areas of organization. Briefly describe what might happen in your classroom with procedures missing for each area.

Teacher Materials

Communication

Student Materials

Rules and Expectations

Seating

Introduction

3. Can you have too many procedures in your classroom? What must be done in order to have a procedure become an automatic routine in the classroom?

Exit Ticket Type, Directions, and Possible Score:

Multiple Choice Questions

Select an answer and click **SUBMIT** to check your response

Possible Score = 4

Enrichment Reading:

THE First Days of School

Pages 100–109

Enrichment Binder Pages:

4-1 EN: Selecting Students

4-2 EN: Classroom Helpers

4-3 EN: Getting Acquainted Activity

Additional Resources Recommended in Lesson 4:

None

Summary

Lesson 5: What Are the Essential Procedures for Every Classroom?

Objectives:

- Identify the essential procedures for every classroom
- Assist students in assuming ownership of their learning

Pages:

- The Agenda
- Procedures Create Expectations
- Procedures Essential for Every Classroom
- Expectations Create Ownership

ESSENTIAL Reading:

THE Classroom Management Book

Pages 7, 64–75, 82–85, 118–121, 146–149, 220–222

ESSENTIAL Binder Pages:

- 5-1: Entering the Classroom
- 5-2: Start of the Period or Day
- 5-3: Daily Agenda
- 5-4: Opening Assignments
- 5-5: Daily Schedule
- 5-6: Quieting the Class
- 5-7: Getting the Students' Attention
- 5-8: Getting the Teacher's Attention
- 5-9: Transitions
- 5-10: Leaving the Classroom
- 5-11: Dismissal

Reflections Questions:

1. What are other essential procedures for your classroom?
2. What is your procedure for you to organize the start of every day?
3. How does the practice of a procedure becoming a routine create ownership for students?
4. What is a routine in your life that you do automatically? Do you see how it is a natural rhythm for you and creates a sense of purpose for you?
5. Why is it important for students to know what they can expect from you as their teacher?

Exit Ticket Type, Directions, and Possible Score:

Categorization Task

Mark each procedure as either **ESSENTIAL** to teach the first time students enter your classroom or **NON-ESSENTIAL** for those procedures that get taught when needed.

Possible Score = 13

Enrichment Reading:***THE First Days of School***

Pages 127–128, 130–135, 178–188

Enrichment Binder Pages:

5-1 EN: Heading for Student Papers

5-2 EN: Paper Name Check

5-3 EN: Collecting Papers

5-4 EN: Returning Papers

5-5 EN: Returning to Task

5-6 EN: Listening to and Responding to Questions

5-7 EN: Working Together in Groups

5-8 EN: Walking in the Hall

Additional Resources Recommended in Lesson 5:

None

Summary

Lesson 6: What Are the Benefits of a Schoolwide Plan?

Objectives:

Describe the benefits of a schoolwide plan

Contribute to creating a “Culture of Consistency” at your school

Pages:

The Agenda

Building a Culture of Consistency

Schoolwide Classroom Management

ESSENTIAL Reading:

THE Classroom Management Book

Pages 291–294

ESSENTIAL Binder Pages:

6-1: Gradewide and Departmentwide Procedures

6-2: Schoolwide Procedures

Reflections Questions:

1. How can you start a grassroots effort to promote the use of procedures outside of your classroom?
2. Why are reliability, dependability, and consistency important to students?
3. It’s been noted, that one can walk through the front doors of a school and immediately sense the prevailing culture of that school. What is it that people recognize that make them believe they are in an effective school?
4. Why do you want to be associated with an effective school? And, what can you do to keep it effective?

Exit Ticket Type, Directions, and Possible Score:

Critical Thinking Task

Read the pairs of statements and select the statement that best summarizes this lesson.

Possible Score = 6

Enrichment Reading:

THE First Days of School

Pages 32–36, 135–137, 173–176

Enrichment Binder Pages:

6-1 EN: Ending the School Year

Additional Resources Recommended in Lesson 6:

Classroom Management Template

Summary

Conclusion: It's Time to Execute

Objectives:

- Observe one teacher's success with Classroom Management
- Complete the assignments
- Complete and download your Classroom Management Binder

Pages:

- The Agenda
- The Success of Amanda Brooks
- The Home Stretch

ESSENTIAL Reading:

THE Classroom Management Book

Pages 296–299, and all remaining pages from *THE Classroom Management Book*

ESSENTIAL Binder Pages:

- E-1: Guest Teachers
- E-2: Teacher Out of the Room
- E-3: Bathroom Use
- E-4: Student's Sudden Illness

Reflections Questions:

1. What is your plan for continuing to add pages to your Classroom Management Plan binder?
2. Twenty-five years from now, if a former student were to walk up to you in a grocery store and say hello, what would you like for that student to say to you?
3. And now, what is your plan for making those words come true?
4. In the first Reflections (Welcome: Helping You Reach Your Teaching Potential) you were asked about achieving your potential. What have you learned in this course that will help you achieve your potential?
5. Have you completed your assignments yet? If not, what is your plan for getting them done?
6. Have you downloaded your Classroom Management Plan binder? Please download it now so you don't lose your work. It will not be available after your access to the course expires. Remember, it is an ongoing process so it will never be completed.

Exit Ticket Type, Directions, and Possible Score:

Fill in the Blank Multiple Choice Selection

This is a multiple-choice Exit Ticket with four choices. **Three of the choices are true.**

Select the word or phrase that makes the statement **FALSE**.

Possible Score = 4

Enrichment Reading:

THE First Days of School

Page 38

Enrichment Binder Pages:

E-1 EN: Classroom Visitors

E-2 EN: Additional Procedures for the Start of School

Additional Resources Recommended in Lesson Conclusion:

None

Leader Access Information

LEADER ACCESS
THE Classroom Management Course

Leader Demo

LEADER ACCESS

MY INSTRUCTION

- > Course Outcomes
- > Course Outline [EXPAND ALL](#) [RESUME COURSE](#)
 - > Welcome: Helping You Reach Your Teaching Potential
 - > Lesson 1: What Is Classroom Management?
 - > Lesson 2: How Do You Create a Classroom Management Plan?
 - > Lesson 3: How Do You Teach Procedures so They Become Routines?
 - > Lesson 4: How Do You Organize Your Classroom with Procedures?
 - > Lesson 5: What Are the Essential Procedures for Every Classroom?
 - > Lesson 6: What Are the Benefits of a Schoolwide Plan?
 - > Conclusion: It's Time to Execute

MY WORK

- > Assignments [EXPAND ALL](#)
 - > Welcome: Helping You Reach Your Teaching Potential
 - > Lesson 1: What Is Classroom Management?
 - > Lesson 2: How Do You Create a Classroom Management Plan?
 - > Lesson 3: How Do You Teach Procedures so They Become Routines?
 - > Lesson 4: How Do You Organize Your Classroom with Procedures?
 - > Lesson 5: What Are the Essential Procedures for Every Classroom?
 - > Lesson 6: What Are the Benefits of a Schoolwide Plan?
 - > Conclusion: It's Time to Execute
- > Additional Resources
 - My Reflections
 - My Classroom Management Plan
 - My Exit Ticket Summary
 - Course Survey
 - My Certificate of Completion

MY TOOLS

- Orientation
- FAQs
- My Notes
- My Calendar
- My Profile
- Help
- Message Board

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Leaders of a group have access to information on each user in the group to monitor participation, engagement, and performance while taking the course.

Overview

As the leader for a cohort of users who are taking **THE Classroom Management Course**, you not only have access to the course the same as if you were a member of the group, but you also have access to information about the users in the group—their level of participation, engagement, and performance while taking the course.

Leader Access allows the leader to monitor group progress as a whole and the progress of individual users within that group. Leaders can review user work, post assignments, provide remedial help, set due dates, communicate with individuals or groups, and experience the course the same as a user.

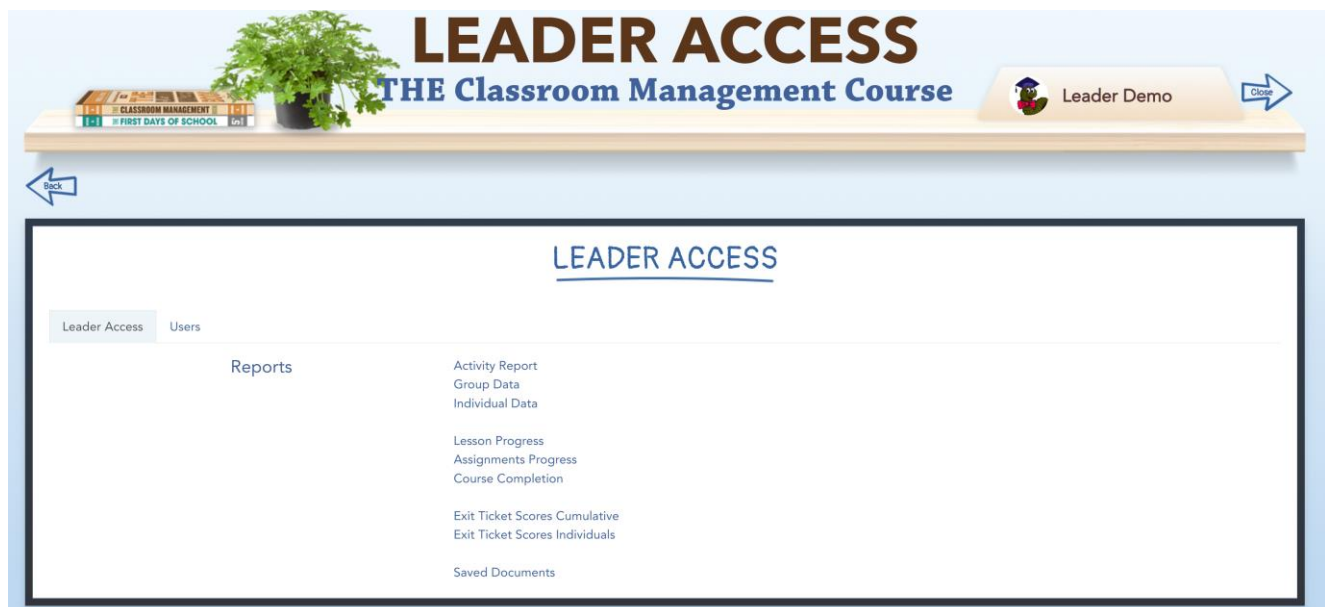
Accessing Reports and Tools

To access the course the same as any user in your group, follow the details on page 13 of this guide. The course behaves the same for both users and leaders.

To access the information only available to leaders of a group, click the **blue, Leader Access button** underneath the shelf in the upper, right corner of the page.



Leaders have access to a series of reports and a listing of all participants who are enrolled as a user in that group.



The name of each report on the whiteboard is a link that takes the leader to the specific report.


- Activity Report
- Group Data
- Individual Data

- Lesson Progress
- Assignments Progress
- Course Completion

- Exit Ticket Scores Cumulative
- Exit Ticket Scores Individuals

- Saved Documents

Activity Report—Provides an overview of the course and how the users are progressing as a group. The report shows the name of the page in the course, how many users in the group viewed it, and how many times it was accessed. It also shows the last time the page was accessed by someone in the group.



The screenshot displays an "ACTIVITY REPORT" interface. At the top, it says "Separate Groups: School.org" and has a "Filter" button. Below is a table with three columns: "Activity", "Views", and "Last access". The table is organized into sections for different lessons. The first section is "Welcome: Helping You Reach Your Teaching Potential", followed by "Lesson 1: What Is Classroom Management?", and "Lesson 2: How Do You Create a Classroom Management Plan?". Each section lists specific activities with their respective view counts and last access times.

Activity	Views	Last access
Welcome: Helping You Reach Your Teaching Potential		
The Agenda	14 views by 7 users	Thursday, May 12, 2022, 4:00 PM (1 day 1 hour)
Teaching Potential	7 views by 7 users	Thursday, May 12, 2022, 4:00 PM (1 day 1 hour)
Lesson 1: What Is Classroom Management?		
The Agenda	14 views by 7 users	Thursday, May 12, 2022, 4:01 PM (1 day 1 hour)
Classroom Management Concept	7 views by 7 users	Thursday, May 12, 2022, 4:01 PM (1 day 1 hour)
Discipline vs. Procedures	7 views by 7 users	Thursday, May 12, 2022, 4:01 PM (1 day 1 hour)
Discipline and Classroom Management Differences	7 views by 7 users	Thursday, May 12, 2022, 4:01 PM (1 day 1 hour)
Ineffective Teacher Characteristics	7 views by 7 users	Thursday, May 12, 2022, 4:01 PM (1 day 1 hour)
Effective Teacher Characteristics	7 views by 7 users	Thursday, May 12, 2022, 4:02 PM (1 day 1 hour)
Lesson 2: How Do You Create a Classroom Management Plan?		

The report can be filtered by date to show how many users accessed pages in a date range or on a specific date. Select the **Filter** link and **Enable** the calendar to generate a report.

ACTIVITY REPORT

Separate Groups: School.org

▼ Filter

From: 1 August 2022 Enable

To: 1 August 2022 Enable

FILTER **CANCEL**

Group Data—Shows engagement in the course by the group.

GROUP DATA

Separate Groups: School.org

Course name	Enrolled/Completed Learners	Percentage of Completed Learners	Visits	Average Visits per Student	Average Time Spent per Student
THE Classroom Management Course	6/2	33%	23	4	00:13:30

Individual Data—Shows the status and engagement in the course by individual users within a group. The report can be downloaded as an Excel spreadsheet or CSV file.

INDIVIDUAL DATA

Separate Groups: School.org

Download table data as: Comma separated values (.csv) **DOWNLOAD**

Learner Name ^	Email Address	Enrolled	Last Access	Status	Completed Activities/Resources	Visits	Time Spent	Average Visits per Student	Average Time Spent per Student
User 1	User1@School.org	April 22, 2022	May 11, 2022	Completed on 2022-05-11	86	9	00:21:34	4	00:13:30
User 2	User2@School.org	April 22, 2022	May 12, 2022	Incomplete	62	3	00:10:33	4	00:13:30
User 3	User3@School.org	April 22, 2022	May 11, 2022	Incomplete	79	3	00:18:10	4	00:13:30
User 4	User4@School.org	April 22, 2022	May 11, 2022	Incomplete	52	4	00:12:18	4	00:13:30
User 5	User5@School.org	May 11, 2022	May 12, 2022	Incomplete	83	2	00:11:26	4	00:13:30

Course Completion—Shows the group or an individual user’s progress through the course with the completion of the **Exit Ticket** at the end of each lesson and the **Course Survey**. Progress can be viewed as a group or searched and viewed for an individual user in the group. The report can be downloaded as an Excel spreadsheet or a CSV file.

COURSE COMPLETION

Export users as [DOWNLOAD](#)

Separate Groups: School.org

First Name A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First Name / Surname	Email address	P-Exit Ticket	L1-Exit Ticket	L2-Exit Ticket	L3-Exit Ticket	L4-Exit Ticket	L5-Exit Ticket	L6-Exit Ticket	E-Exit Ticket	Course Survey	Course Complete
Leader One	LeaderOne@School.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
User 4	User4@School.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
user 6	User6@School.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
User 3	User3@School.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User 5	User5@School.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exit Ticket Scores Cumulative--Shows the number of participants who have completed each **Exit Ticket** and the average score of the group. The report can be downloaded as an Excel spreadsheet or a CSV file.

EXIT TICKET SCORES CUMULATIVE

Separate Groups: School.org

Download table data as [DOWNLOAD](#)

Assignment Name	Learners Completed	Average Score
P-Exit Ticket	6	95.24%
L1-Exit Ticket	6	86.67%
L2-Exit Ticket	6	92.86%
L3-Exit Ticket	6	95.83%
L4-Exit Ticket	6	91.67%
L5-Exit Ticket	5	86.15%
L6-Exit Ticket	4	95.83%
E-Exit Ticket	4	75.00%

Exit Ticket Scores Individuals—Shows the score and date taken for each **Exit Ticket** done by an individual user for all completed lessons. The report can be downloaded as an Excel spreadsheet or a CSV file.

EXIT TICKET SCORES INDIVIDUALS

Separate Groups: School.org

Download table data as Comma separated values (.csv) DOWNLOAD

First Name / Surname	Exit Ticket	Actual Score	Possible Score	Date Taken	Final Score
User 1	Potential	6	7	May 11 2022, 2:20 PM	6/7
	Lesson 1	5	5	May 11 2022, 2:29 PM	5/5
	Lesson 2	6	7	May 11 2022, 2:50 PM	6/7
	Lesson 3	4	4	May 11 2022, 3:04 PM	4/4
	Lesson 4	4	4	May 11 2022, 3:13 PM	4/4
	Lesson 5	9	13	May 11 2022, 3:16 PM	9/13
	Lesson 6	5	6	May 11 2022, 3:24 PM	5/6
	Execute	0	4	May 11 2022, 3:33 PM	0/4
User 2	Potential	7	7	May 11 2022, 3:47 PM	7/7
	Lesson 1	5	5	May 12 2022, 3:28 PM	5/5
	Lesson 2	7	7	May 12 2022, 3:33 PM	7/7

Saved Documents—Provides access to all saved work of users in the group. In the list of users, locate the user to be viewed and click on **Details** for that user. A list of all saved **Reflections** and **Binder Pages** for that user will display. The PDF files can be viewed, printed, or downloaded. Leaders are not able to edit these saved PDFs.











SAVED DOCUMENTS

Separate Groups: School.org

User Name	Last Access	Actions
Leader One	May 11 2022, 2:14 PM	Details
User 1	May 11 2022, 3:32 PM	Details
User 2	May 12 2022, 3:39 PM	Details
User 3	May 11 2022, 3:44 PM	Details
User 4	May 11 2022, 3:02 PM	Details
User 5	May 12 2022, 3:50 PM	Details
user 6	May 12 2022, 4:10 PM	Details

SAVED DOCUMENTS: USER 1

[DOWNLOAD ALL](#)

	VIEW	PRINT	Welcome: Helping You Reach Your Teaching Potential
	VIEW	PRINT	P-1: Binder Covers
	VIEW	PRINT	P-2: Blank Binder Page Directions
	VIEW	PRINT	P-3: Blank Binder Page
	VIEW	PRINT	Lesson 1: What Is Classroom Management?
	VIEW	PRINT	1-1: Classroom Rules
	VIEW	PRINT	1-1 EN: Organizing Student Storage
	VIEW	PRINT	1-2: Classroom Consequences
	VIEW	PRINT	1-2 EN: Organizing Student Desks
	VIEW	PRINT	1-3: Classroom Rewards

Participants—Provides access to a complete list of currently enrolled users in that group. Click the **blue, Leader Access button** underneath the shelf and then select the **Users tab**. Select **Enrolled Users**. This report contains the user’s name, email address, and last date of course access.

LEADER ACCESS

Leader Access Users

Users Enrolled Users

PARTICIPANTS






× Group: School.org

Search keyword or select filter ▼

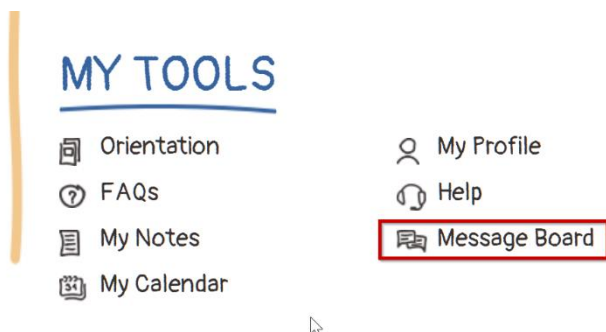
Number of participants: 7

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

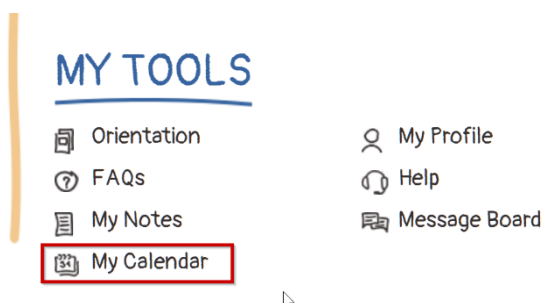
Last name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name ▲ / Last name	Email address	Last access to course
 Leader One	LeaderOne@School.org	25 secs
 User 4	User4@School.org	2 days 2 hours
 User 3	User3@School.org	2 mins 5 secs
 User 2	User2@School.org	1 day 1 hour
 User 1	User1@School.org	2 days 1 hour

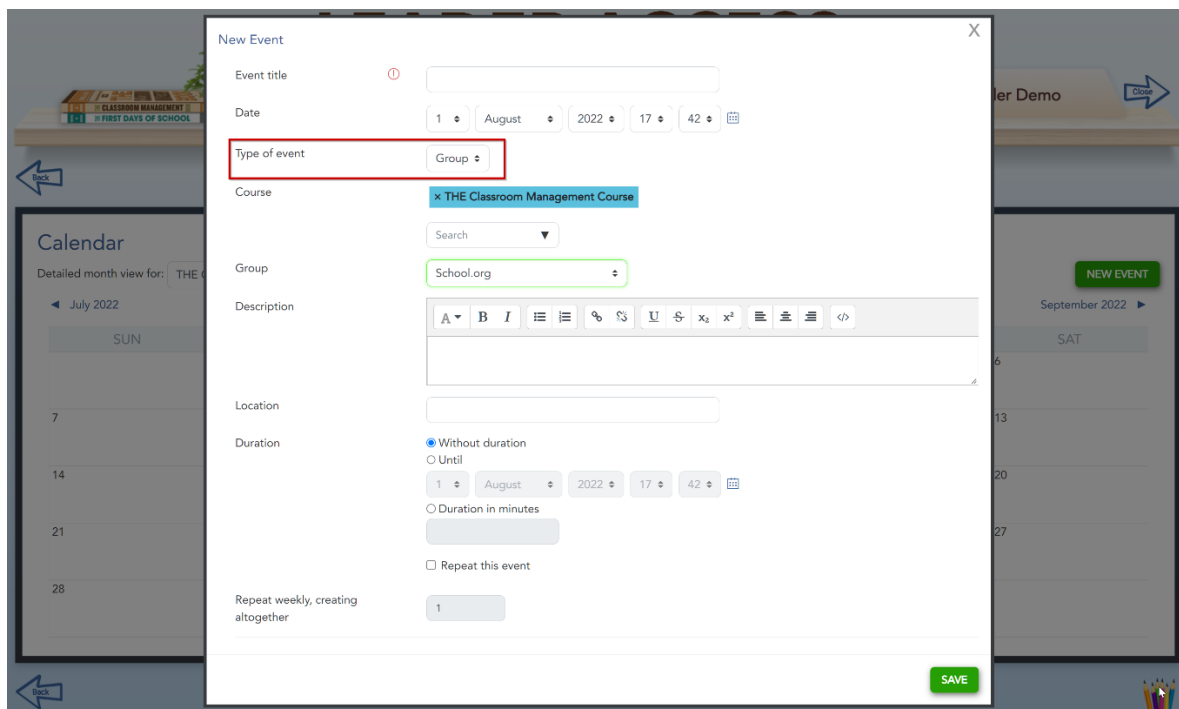
Message Board—This tool is available for leaders to facilitate discussions, post assignments, ask questions, issue reminders, and the like to the group. Only members of the group can view the leader’s **Message Board** posts. Access the **Message Board** under **MY TOOLS** on the whiteboard.



My Calendar—This tool is used to post events or reminders to a group. Access **My Calendar** under **MY TOOLS** on the whiteboard.

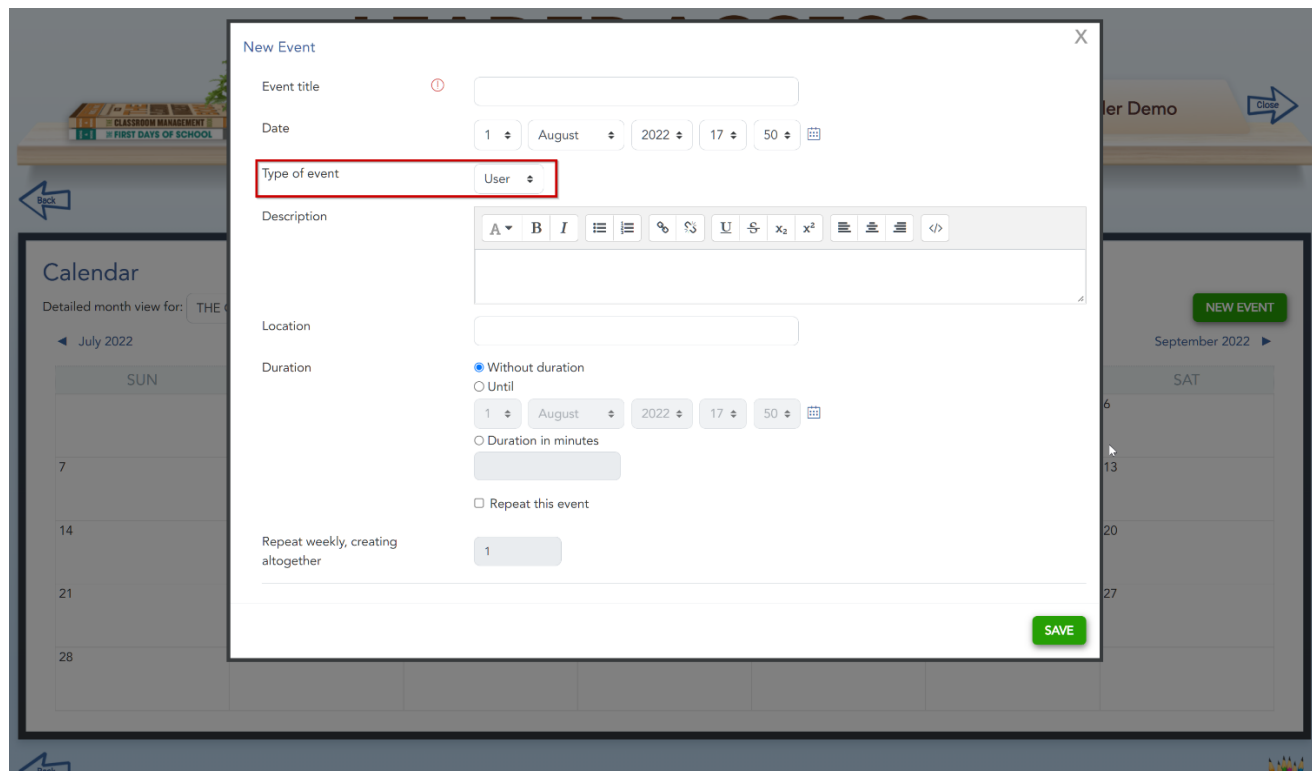


Select a date for the post. Under **Type of event**, select **Group** to post an item that will be visible to the entire group. Only members of the group can see the post on the group calendar.



Only leaders can post to the group calendar. Users can only view events posted by the leader to the group calendar.

Users can also create personal events, visible only to that user. Under **Type of event**, select **User**. This will create a calendar event that is visible only to the user.



FAQs—Leader Access opens a set of **FAQs** that answer many questions about the course which only pertain to leaders of a group of users. Access the **FAQs** under **MY TOOLS** and click on the **ADMINISTRATOR, FACILITATOR, AND COLLEGE PROFESSOR QUESTIONS** link to open the section.



Suggested Implementation

LESSON 3: HOW DO YOU TEACH PROCEDURES SO THEY BECOME ROUTINES? Page 1 of 6

The Agenda

OBJECTIVES

- Identify the three steps to teaching a procedure
- Teach a procedure
- Describe how procedures become routines

TOPICS

- Demonstrating a Procedure
- Three Steps to Teaching a Procedure
- Walking in a Line Procedure
- Threading a Sewing Machine Procedure
- Benefits of Procedures

ASSIGNMENTS

- Reading
- Reflections
- Binder Pages

START

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Implementation is the key to success. Creating a collaborative culture increases a group's capacity to achieve a higher level of success.

Individual Users

THE Classroom Management Course is designed to bring maximum impact whether it is taken by an individual for personal growth or used by participants in a group for collegial learning. The course is self-paced, and reinforcement is provided along the way that acknowledges successful completion.

For the individual user, discipline is needed to complete the assignments and put the learning into practice in the classroom. Satisfaction comes when seeing an improvement in classroom climate and experiencing increased time for instruction.

Group Users

Recommendation with Full Leader Interaction

THE Classroom Management Course is an ideal learning tool that allows for instruction as well as interaction with fellow users. Teachers learn more in sustained teacher networks and study groups than individually. Collaboration is the most effective way for teachers to learn their profession. Collaborative practices make an impact on student achievement.

Group users can be treated like individual users and set free to experience the course at their own pace—keeping learning to themselves and never having an opportunity to share insights, aha moments, or their Classroom Management Plans. Leaders can access the user’s progress with the various reports to ascertain completion of the course.

However, the most effective way to use this course is to lead a group of users through the content with regular meetings and sharing opportunities, virtually or in person, with the leader acting as the group’s facilitator.

1. Plan an Initial Meeting with All Users

- Provide the purpose of the course and how the leader will facilitate it.
- Share use of the **Calendar** for meetings and due dates.
- Check for access to **THE Classroom Management Book**, a requirement of the course, and to **THE First Days of School**, if it will be required.
- Set expectations for assignments required.
 - **ESSENTIAL** Reading
 - **ESSENTIAL** Binder Pages
 - How many will be required?
 - Will they be shared with the leader or the group?
 - **Reflections**
 - **Exit Tickets**
- Share if any **ENRICHMENT** Reading or Binder Pages will be required.
- Review **Course Outcomes**. (See page 4.)
- Deliver expectations for a Classroom Management Plan as the final product of the course.
 - Remind students that work needs to be downloaded before the course access expires.
- Ask users to start with the **Orientation** before delving into the course.
 - Available as a pop up upon first entry into the course.
- Advise users how to get help for technical problems.
 - Click the **Help link** on the whiteboard under **MY TOOLS**. (See page 56.)

2. Plan a Meeting Schedule and Agendas

- It is highly recommended that users do one lesson at a time. Depending on the meeting schedule, some meetings may have multiple lessons.
- Set a due date for completion of the lesson and select a date to meet so users can share their experiences.
 - Course access is good for 90 days. Determine how many meetings are needed.
 - Plan Meeting Agendas based on the number of meetings.
- Plan the structure for meetings to include discussion, activities, and assignments. (See **Suggested Meeting Planning Format** on page 42.)
 - **TOPIC** (Title of the Lesson)
 - **DISCUSSION**
 - Ask users to share one or more of the **Binder Pages** created.
 - Share a procedure that was tried and how it worked.
 - **Reflections**—Select one or more questions to discuss with the entire group or smaller groups.
 - **ACTIVITY** (Select one or more activities as time permits. Create more activities to meet the needs of the group.)
 - Discuss ways that the procedures created will increase effectiveness in the classroom.
 - Discuss a challenge facing teachers in the classroom and brainstorm procedures to address it.
 - Share additional **Binder Pages** created with the group.
 - Role play implementation of selected **Binder Pages**.
 - Role play Teach, Rehearse, Reinforce.
 - Review the list of Tabs and **Binder Pages** found in **Suggestion for Organizing Your Binder** available under **Additional Resources** on the whiteboard. (See page 50.) Discuss other procedures to add. What other ways could the binder be organized?
 - Work on new **Binder Pages** individually or in teams (grade level, subject area, schoolwide).
 - **ASSIGNMENTS FOR NEXT MEETING**
 - Complete unfinished activity work.
 - Try one new procedure and reflect on the level of success.
 - Do the next lesson(s), including **ESSENTIAL** Reading assignments and Reflections.
 - **OTHER**
 - Identify and address any concerns or problems users may be encountering while taking the course.
 - Remind group of next meeting date.
 - Reiterate to the group that good classroom management is the leading trait for effective teachers.

Suggested Meeting Planning Format

MEETING # ____	
TOPIC/ACTIVITIES	READINGS/ASSIGNMENTS DUE
<p>TOPIC</p> <p>DISCUSSION</p> <ul style="list-style-type: none"> • Share a procedure that was tried and how it worked. • Reflection Question(s): <p>ACTIVITY</p> <ul style="list-style-type: none"> • (Select from list) 	<p>ASSIGNMENTS</p> <ul style="list-style-type: none"> • Try one new procedure and reflect on the level of success. • Complete Lesson _____ in the course, including ESSENTIAL Reading assignments and Reflections for next meeting. <p>OTHER</p> <ul style="list-style-type: none"> • (Next meeting date)

MEETING # ____	
TOPIC/ACTIVITIES	READINGS/ASSIGNMENTS DUE
<p>TOPIC</p> <p>DISCUSSION</p> <ul style="list-style-type: none"> • Share a procedure that was tried and how it worked. • Reflection Question(s): <p>ACTIVITY</p> <ul style="list-style-type: none"> • (Select from list) 	<p>ASSIGNMENTS</p> <ul style="list-style-type: none"> • Try one new procedure and reflect on the level of success. • Complete Lesson _____ in the course, including ESSENTIAL Reading assignments and Reflections for next meeting. <p>OTHER</p> <ul style="list-style-type: none"> • (Next meeting date)

3. Use the Classroom Management Template (under **Additional Resources** on whiteboard)

- Use the rubric as a pre-assessment for users to self-assess skills prior to taking the course.
 - Save the results.
- Use the same rubric at the completion of the course as a post-assessment.
 - Post-assessment can be done by Leader, other group users, or by individual user.
 - Compare the post-assessment results to the pre-assessment results.
 - Create a plan of action to further develop classroom management skills.

4. Create a Master Bank of Binder Pages

- Encourage collaboration by starting a digital “Master Bank” of **Binder Pages** created by users to share with colleagues. Host this database on a local Intranet site so all users can access it and contribute to it.

5. Celebrate

- At the final meeting, ask users to share one key aha gleaned from taking the course.
- Remind users that learning is a collaborative effort and ask users to support each other on their professional journeys.
- Encourage users to refine their **Classroom Management Plans** through the years and leave it as a legacy for those who follow in their footsteps.

Group Users

Recommendation with Abbreviated Leader Interaction

The purpose of a group is to learn together. This can be accomplished without the supervision of a leader to guide the group. Instead, post assignments on **My Calendar** to use as benchmarks of progress to help users stay on course for completion of all lessons in a timely manner. The leader becomes a manager of tasks as opposed to a facilitator of learning.

Once the time frame for the course for a specific group is determined, post the assignments to **My Calendar** under **MY TOOLS**. All group members will have access to the dates and requirements.

To start, distribute a letter stating why users are taking the course and what the expectations are for the outcome. Share where users can find the assignments and due dates for each. Stress that the assignments are the minimum amount required to complete the course. Encourage users to do more.

As users complete each assignment, they will collaborate and share with each other various elements from the course. Encourage users to respond to each other on the **Message Board** and help each other grow and learn.

Assignment for Week 1

- **Watch**
 - Welcome: Helping You Reach Your Teaching Potential
 - Lesson 1: What Is Classroom Management?
- **Complete**
 - **ESSENTIAL** Reading pages from ***THE Classroom Management Book*** for both lessons
 - **ESSENTIAL** Binder Page 1-5: Recognizing Positive Behavior
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Lesson 1, Reflection Question #6: What are the first three procedures you will implement in your classroom so it hums with efficiency?
- **Do**
 - Exit Ticket for Welcome
 - Exit Ticket for Lesson 1

Assignment for Week 2

- **Watch**
 - Lesson 2: How Do You Create a Classroom Management Plan?
- **Complete**
 - **ESSENTIAL** Reading pages from ***THE Classroom Management Book***
 - **ESSENTIAL** Binder Page 2-4: Classroom Expectations
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Reflection Question #4: What are some procedures you can establish in your classroom?
- **Access**
 - **Suggestion for Organizing Your Binder** under **Additional Resources**
- **Do**
 - Exit Ticket for Lesson 2

Assignment for Week 3

- **Watch**
 - Lesson 3: How Do Your Teach Procedures so They Become Routines?
- **Complete**
 - **ESSENTIAL** Reading pages from *THE Classroom Management Book*
 - **ESSENTIAL** Binder Page 3-1: Procedure to Teach Procedures
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Reflection Question #3: What is one way that having procedures in place will improve the teaching/learning experience in your classroom?
- **Do**
 - Exit Ticket for Lesson 3

Assignment for Week 4

- **Watch**
 - Lesson 4: How Do You Organize Your Classroom with Procedures?
 - Lesson 5: What Are the Essential Procedures for Every Classroom?
- **Complete**
 - **ESSENTIAL** Reading pages from *THE Classroom Management Book* for both lessons
 - **ESSENTIAL** Binder Page 4-1: Academic Expectations
 - **ESSENTIAL** Binder Page 5-2: Start of the Period or Day
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Lesson 5, Reflection Question #5: Why is it important for students to know what they can expect from you as their teacher?
- **Do**
 - Exit Ticket for Lesson 4
 - Exit Ticket for Lesson 5

Assignment for Week 5

- **Watch**
 - Lesson 6: What Are the Benefits of a Schoolwide Plan?
 - Conclusion: It's Time to Execute
- **Complete**
 - **ESSENTIAL** Reading pages from *THE Classroom Management Book* for both lessons
 - **ESSENTIAL** Binder Page E-2: Teacher Out of the Room
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Lesson 6, Reflection Question #3: It's been noted, that one can walk through the front doors of a school and immediately sense the prevailing culture of that school. What is it that people recognize that make them believe they are in an effective school?
- **Access**
 - **Classroom Management Template** under **Additional Resources**
- **Do**
 - Exit Ticket for Lesson 6
 - Exit Ticket for Conclusion

Assignment for Week 6

- **Download**
 - All **Reflections** pages to save for personal reflection
 - All **Binder Pages** to refer to and build upon in the coming years
 - The **Certificate of Completion**
- **Submit** (to Leader as proof of course completion)
 - **Certificate of Completion**
 - PDF file of all **Binder Pages** asked to complete in each assignment
- **DO**
 - Self-assessment using the **Classroom Management Template** rubric

Group Users

Recommendation with No Leader Interaction

Collaboration can take place among individuals within the group using the **Message Board** under **MY TOOLS**. Users can follow the same outline in the **Recommendation for Abbreviated Leader Guidance** by removing the **Binder Page** component and submitting the **Certificate of Completion** as proof of finishing the course.

Assignment for Week 1

- **Watch**
 - Welcome: Helping You Reach Your Teaching Potential
 - Lesson 1: What Is Classroom Management?
- **Complete**
 - **ESSENTIAL** Reading pages from ***THE Classroom Management Book*** for both lessons
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Lesson 1, Reflection Question #6: What are the first three procedures you will implement in your classroom so it hums with efficiency?
- **Do**
 - Exit Ticket for Welcome
 - Exit Ticket for Lesson 1

Assignment for Week 2

- **Watch**
 - Lesson 2: How Do You Create a Classroom Management Plan?
- **Complete**
 - **ESSENTIAL** Reading pages from ***THE Classroom Management Book***
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Reflection Question #4: What are some procedures you can establish in your classroom?
- **Access**
 - **Suggestion for Organizing Your Binder** under **Additional Resources**
- **Do**
 - Exit Ticket for Lesson 2

Assignment for Week 3

- **Watch**
 - Lesson 3: How Do You Teach Procedures so They Become Routines?
- **Complete**
 - **ESSENTIAL** Reading pages from ***THE Classroom Management Book***
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Reflection Question #3: What is one way that having procedures in place will improve the teaching/learning experience in your classroom?
- **Do**
 - Exit Ticket for Lesson 3

Assignment for Week 4

- **Watch**
 - Lesson 4: How Do You Organize Your Classroom with Procedures?
 - Lesson 5: What Are the Essential Procedures for Every Classroom?
- **Complete**
 - **ESSENTIAL** Reading pages from *THE Classroom Management Book* for both lessons
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Lesson 5, Reflection Question #5: Why is it important for students to know what they can expect from you as their teacher?
- **Do**
 - Exit Ticket for Lesson 4
 - Exit Ticket for Lesson 5

Assignment for Week 5

- **Watch**
 - Lesson 6: What Are the Benefits of a Schoolwide Plan?
 - Conclusion: It's Time to Execute
- **Complete**
 - **ESSENTIAL** Reading pages from *THE Classroom Management Book* for both lessons
- **Post** (to the **Message Board** under **MY TOOLS**)
 - Answer to Lesson 6, Reflection Question #3: It's been noted, that one can walk through the front doors of a school and immediately sense the prevailing culture of that school. What is it that people recognize that make them believe they are in an effective school?
- **Access**
 - **Classroom Management Template** under **Additional Resources**
- **Do**
 - Exit Ticket for Lesson 6
 - Exit Ticket for Conclusion

Assignment for Week 6

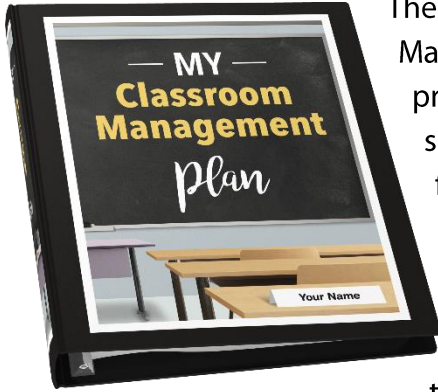
- **Download**
 - All **Reflections** pages to save for personal reflection
 - Any **Binder Pages** created to refer to and build upon in the coming years
 - The **Certificate of Completion**
- **Submit** (to Leader as proof of course completion)
 - **Certificate of Completion**
- **Post** on the **Message Board** under **MY TOOLS**, the answer to Reflection Question #3: What is one way that having procedures in place will improve the teaching/learning experience in your classroom?
- **DO** a self-assessment using the **Classroom Management Template** rubric.

Additional Resources



These resources are available to all users taking the course. Copies are provided to enhance a leader’s understanding of all the component parts.

Suggestion for Organizing Your Binder



The outcome of this course is the creation of a personal Classroom Management Plan binder that will travel with you throughout your professional career. As you take this course, you will encounter over sixty-nine suggested binder pages for you to use to create procedures for your classroom.

These binder pages are divided into **Essential Binder Pages**, those that we think are needed for every classroom, and **Enrichment Binder Pages**, those for you to consider adding to your teacher toolkit.

There is no right or wrong way to organize these procedures in your binder—nor, is every binder page needed. Your binder is a personal reflection of you and how you want to manage your classroom. Select the binder pages that you think will help you become that effective teacher all students want and deserve.

If you are creating a physical binder or virtual binder, create these tabs or sections for the procedures you want to establish:

- **Classroom**
- **Instruction**
- **Start of School**
- **Student**
- **Teacher**

At the end of “Welcome: Helping You Reach Your Teaching Potential,” the beginning of the course, these Essential Binder Pages are available:

- Front Cover (personalize your binder with your name in the field)
- Back Cover (with a quote already inserted)
- Back Cover Blank (with fields for you to insert your favorite quote)
- 2” Spine (use with a 2” physical binder)
- 3” Spine (use with a 3” physical binder)
- Blank Binder Page (use to create more procedures for your classroom)

Use these cover templates for your binder or create your own design. As you progress through the course, the binder pages are unlocked at the end of each lesson. When you are done, you will have a tool that will bring you much success in your teaching career.

Remember: Download and save all of your binder pages before your access to the course ends. They will not be saved on the server hosting this course.

The following is a list of the Binder Pages in this course with a suggested Tab for easy organization.

Tab	Binder Page	Binder Page Title
Lesson 1 — ESSENTIAL Binder Pages		
Start of School	1-1	Classroom Rules
Start of School	1-2	Classroom Consequences
Start of School	1-3	Classroom Rewards
Start of School	1-4	Behavior Intervention
Start of School	1-5	Recognizing Positive Behavior
Start of School	1-6	Classroom Seating Arrangement
Start of School	1-7	If Students Finish Early
Lesson 1 — ENRICHMENT Binder Pages		
Classroom	1-1 EN	Organizing Student Storage
Classroom	1-2 EN	Organizing Student Desks
Classroom	1-3 EN	Additional Seating Arrangements

Lesson 2 — ESSENTIAL Binder Pages		
Teacher	2-1	Organizing Yourself
Teacher	2-2	Classroom Materials
Start of School	2-3	Letter of Introduction to Students
Start of School	2-4	Classroom Expectations
Classroom	2-5	Class Seating Chart
Start of School	2-6	Seating Assignment Method
Classroom	2-7	Classroom Floor Plan
Start of School	2-8	First Day Opening Assignment
Start of School	2-9	First Homework Assignment
Start of School	2-10	All About Me Bulletin Board
Lesson 2 — ENRICHMENT Binder Pages		
Start of School	2-1 EN	Letter of Introduction to Parents
Start of School	2-2 EN	Class of Winners Bulletin Board
Teacher	2-3 EN	Themes for Other Bulletin Boards
Teacher	2-4 EN	Class Contact List
Classroom	2-5 EN	Class Sociogram

Lesson 3 — ESSENTIAL Binder Pages		
Start of School	3-1	Procedure to Teach Procedures
Start of School	3-2	Visuals for Procedures
Classroom	3-3	Walking the Campus

Tab	Binder Page	Binder Page Title
Lesson 4 — ESSENTIAL Binder Pages		
Instruction	4-1	Academic Expectations
Start of School	4-2	My First Day of School Introduction
Start of School	4-3	First Day of School Schedule
Teacher	4-4	Students' Names
Classroom	4-5	Roll Taking
Student	4-6	Tardy Process
Student	4-7	Absence
Student	4-8	Homework
Classroom	4-9	Emergency Drills
Instruction	4-10	Emergency Activities
Lesson 4 — ENRICHMENT Binder Pages		
Teacher	4-1 EN	Selecting Students
Teacher	4-2 EN	Classroom Helpers
Teacher	4-3 EN	Getting Acquainted Activity

Lesson 5 — ESSENTIAL Binder Pages		
Classroom	5-1	Entering the Classroom
Classroom	5-2	Start of the Period or Day
Classroom	5-3	Daily Agenda
Student	5-4	Opening Assignments
Teacher	5-5	Daily Schedule
Classroom	5-6	Quieting the Class
Classroom	5-7	Getting the Students' Attention
Classroom	5-8	Getting the Teacher's Attention
Classroom	5-9	Transitions
Classroom	5-10	Leaving the Classroom
Classroom	5-11	Dismissal
Lesson 5 — ENRICHMENT Binder Pages		
Instruction	5-1 EN	Heading for Student Papers
Instruction	5-2 EN	Paper Name Check
Instruction	5-3 EN	Collecting Papers
Instruction	5-4 EN	Returning Papers
Instruction	5-5 EN	Returning to Task
Instruction	5-6 EN	Listening to and Responding to Questions
Instruction	5-7 EN	Working Together in Groups
Classroom	5-8 EN	Walking in the Hall

Tab	Binder Page	Binder Page Title
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Lesson 6 — ESSENTIAL Binder Pages		
Teacher	6-1	Gradewide and Departmentwide Procedures
Teacher	6-2	Schoolwide Procedures
Lesson 6 — ENRICHMENT Binder Page		
Teacher	6-1 EN	Ending the School Year

Execute — ESSENTIAL Binder Pages		
Classroom	E-1	Guest Teachers
Classroom	E-2	Teacher Out of the Room
Student	E-3	Bathroom Use
Student	E-4	Student's Sudden Illness
Execute — ENRICHMENT Binder Pages		
Classroom	E-1 EN	Classroom Visitors
Teacher	E-2 EN	Additional Procedures for the Start of School

Classroom Procedures Observation Rubric

Teacher	Date	Class		
EXPECTATION	SCORE	COMMENTS		
Teacher is at the door greeting students as they enter the classroom.				
Bellwork is posted.				
Students enter the classroom and immediately begin working.				
Agenda for the day is posted.				
A beginning of class or morning routine is utilized.				
Objective(s) for the day is posted.				
Transitions are smooth with minimal loss of teaching/learning time.				
Teacher can quiet the room quickly.				
Individual classroom procedures are evident.				
Students know how to correctly set up an assignment.				
Students know how to ask for help.				
Teacher dismisses the class.				
Teacher is at the door as students exit the classroom.				
<p>Scores</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 Exceeds Minimum Expectations</p> <p>2 Meets Minimum Expectations</p> </td> <td style="width: 50%; vertical-align: top;"> <p>3 Does Not Meet Minimum Expectations</p> <p>N/A Not Observed</p> </td> </tr> </table>			<p>1 Exceeds Minimum Expectations</p> <p>2 Meets Minimum Expectations</p>	<p>3 Does Not Meet Minimum Expectations</p> <p>N/A Not Observed</p>
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HELP

Technical support for the eLearning course is available weekdays, 7:30A.M.–3:30P.M. Pacific Time.

Please call our office at 650-965-7896 during these hours
or send an email to eSupport@HarryWongOnline.com.
Include your first and last name, phone number, and problem you are encountering.

We will contact you as soon as possible.



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Testimonials: “I would have given up without this course . . .”

From a Primary Teacher

“Many professional development courses are chock full of information that is "research based" yet misses the mark when it comes to actually applying it to my classroom. This is not the case for *The Classroom Management Course*, in fact it is the complete opposite. This course puts into the teachers’ hands the keys needed to be successful and to spend more time teaching and less time reacting to behaviors. Does it take hours to put together your plan? Yes. But every minute is worth the effort and being prepared shows your students that you care for them as students and as individuals. I am excited to implement the procedures in my classroom and have my BEST year of teaching ever!”

From an Elementary Teacher

“Using the procedures from this course allowed me to create an environment that I want to come back to day after day. It helps me love my job!”

From a Middle School Teacher

“I was expecting this to be a lot of "wishful thinking" or "in a perfect classroom this could work." I was pleased to learn I was wrong. I learned that I can have what I wish for, and I can make my own "perfect" classroom. I really enjoyed the lessons and found myself excited to begin the next topic, yet pausing in the middle of a lesson to make a plan of my own using what I was learning. I am honestly sad it is over.

From a High School Teacher

“I feel that I have started to learn a vital piece of my profession with this course.”

From a Preservice Teacher

“This has been the most helpful course in helping me this first year. I put this into play, and so far I have one of the best managed classes per my supervising teachers. Thank you!!”

From a First-Year Teacher

“This class added so many procedures in my classroom that my students look forward to and make my class run like a well-oiled engine. Thank you for helping me grow so I can help my students grow.”

From a Veteran Teacher

“I liked the team effort. It created discussions about important topics. Well worth the hours spent.”

From an Alternative Certified Teacher

“For an Alt-A student with only a year and a half experience with being a substitute teacher, this course has opened my eyes! I now understand why some classes are successful and why some aren't. I really like the way this course broke everything down. It makes creating a classroom management plan A LOT LESS OVERWHELMING!”

From an Administrator

“This course is so extremely practical! Very rarely do educators encounter PD that is just as useful for effective and/or veteran teachers as it is for struggling and/or new teachers! The Reflection Questions and Enrichment Pages really add value to the course for ALL learners! Thank you!”

My Additional Notes