

Launch Your
Classroom
Plan in the
First Month of
School

Chapter 5: Launch

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. As appropriate, translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., August 20, make sign for classroom).

| ✓ | TASK | NOTES & IMPLEMENTATION <i>Ideas</i> |
|--|--|-------------------------------------|
| TASK 1: SUMMARIZE YOUR CLASSROOM MANAGEMENT AND DISCIPLINE PLAN | | |
| <input type="checkbox"/> | I have summarized my vision, classroom organization, and discipline procedures into a concise document that can be used by my building administrator, substitute teachers, and me (see Reproducible 5.1, Classroom Management and Discipline Plan, on the CD). | |
| TASK 2: MAKE FINAL PREPARATIONS FOR DAY ONE | | |
| <input type="checkbox"/> | I have developed a modified daily or class schedule for the first day of school. | |
| <input type="checkbox"/> | I have made a sign for my classroom. | |
| <input type="checkbox"/> | I have prepared an initial activity for students to work on when they enter the room. | |
| <input type="checkbox"/> | I have prepared a plan for dealing with families who may want to take my time on the first day of school. | |



| ✓ | TASK | NOTES & IMPLEMENTATION <i>Ideas</i> |
|---|---|-------------------------------------|
| TASK 3: IMPLEMENT YOUR PLAN ON DAY ONE | | |
| <input type="checkbox"/> | I have thought about how I will display my Day One schedule—on the board, an overhead transparency, or flip chart. | |
| <input type="checkbox"/> | I have thought about how I will greet students individually as they enter the room. | |
| <input type="checkbox"/> | I have thought about how I will get students' attention as soon as the bell rings. | |
| <input type="checkbox"/> | I have thought about how I will communicate essential classroom information in the first ten minutes of the day or class. | |
| <input type="checkbox"/> | I have thought about how I will teach my attention signal. | |
| <input type="checkbox"/> | I understand the three-step process for communicating my expectations. | |
| <input type="checkbox"/> | I have thought about how I will begin teaching students my behavioral expectations for activities and transitions. | |
| <input type="checkbox"/> | I have thought about how I will observe student performance of the behavioral expectations (during activities and transitions) using circulating and visual scanning. | |
| <input type="checkbox"/> | I have thought about how I will give individual students and the entire class positive feedback about their behavior during and after activities and transitions. | |
| <input type="checkbox"/> | I have thought about how I will give individual students and the entire class corrective feedback about their behavior during and after activities and transitions. | |



✓ TASK NOTES & IMPLEMENTATION *Ideas*

TASK 4: IMPLEMENT YOUR PLAN ON DAYS 2 THROUGH 20 (THE FIRST FOUR WEEKS)

| | | |
|--------------------------|---|--|
| <input type="checkbox"/> | I have thought about how I will use the three-step process of teaching, observing behavior, and giving feedback to communicate my behavioral expectations during the first month of school. | |
| <input type="checkbox"/> | If I am an elementary teacher, I have thought about how I will help students learn the behavioral expectations of the specialists with whom they will have classes. | |
| <input type="checkbox"/> | I have thought about how I will verify that my students understand the behavioral expectations I have for them. | |
| <input type="checkbox"/> | I have prepared a quiz that can be administered to all the students. | |
| <input type="checkbox"/> | I have arranged to conduct interviews with a sample of students. | |

TASK 5: PREPARE YOUR STUDENTS FOR SPECIAL CIRCUMSTANCES

| | | |
|--------------------------|---|--|
| <input type="checkbox"/> | <p>I have thought about how I will teach behavioral expectations to students who enter my class. Possibilities include:</p> <ul style="list-style-type: none"> • Teach the student individually. • Re-teach the entire class. • Use a buddy system. • Make a "Welcome to Our Class" video. • Establish a schoolwide Newcomer's Club. | |
| <input type="checkbox"/> | I have thought about how I will define and teach behavioral expectations for any unique events in which my students will participate (for example, field trips). | |