

Help with your Classroom management plan:

If you can answer the following in your CMP- you will be ready for your classroom- think about your philosophy statement, rules, protocols, intervention strategies, consequences, prevention and implementation.

Your rules should be: observable, measurable, understandable, attainable, and reasonable.

Protocols- or Activity Procedures:

“This is how we do things in class” Tell me what you will do and expect from the children during the following:

1. Entering and Leaving the room
2. Beginning and ending the day or class period
3. Getting students attention- how? Verbals and nonverbals- auditory and visuals....
4. Student interaction- when can students talk- and how?
5. Using areas of the room- pencil sharpener, supplies, centers, etc.
6. Using areas of the school- drinking fountain, restroom, cafeteria, recess
7. Working individually and together
8. How will the students go about Obtaining help
9. What do the students do when they are done with their work?
10. What will be the responsibilities of taking care of the room?
11. How will you and the students handle disruptions?
12. What about materials checkout? Library in the class- etc.

Arranging your room- Think VACUUM:

Visibility: Can everybody see everything? Can you see them and what they are doing?

Accountability: Does your room arrangement allow for anyone to get away with things? IS everyone included?

Communicability: Can you communicate with all- can you move swiftly and easily between seats and tables? Working the crowd.

Understandability: Your room arrangement reflects your philosophy your style and your climate for teaching....IS your arrangement giving the message you want to give- is it open ? is it closed? Collaborative? Individualized? Does it match the instruction?

Usability: Where are the supplies? Can you get to everything you need? Are things accessible to all?

Movability: If there is an emergency- can everyone move safely around the room and out? Quick and safe exits and entrances?

Some Guiding Questions for Protocol section:

How will students line up?

How will you handle the transition times, what will be your verbal and nonverbal cues?

How will attendance be taken?

What are the procedures for packing up and checking work/homework? Will you assign homework? What is your position on this?

How will you determine seating arrangements? How should the students expect to be treated each day?

How will the students know about the daily schedule?

Will there be announcements? Newsletter?

How will you help the students to take responsibility for their actions in the classroom?

Will you have contracts?

What is your specific routine for the start of class?

Where will you post assignments?

Is consistency part of your protocols...

Will you call roll? Or will there be magnets, pins, nametags, etc.?

Will your procedures be revisited throughout the year? Please mention how you will discuss, model, and define your protocols and procedures until they become better routine- and you will reflect and change anything that is not working.

How will textbooks be distributed? What about materials? Where will they be stored?

How will they be shared- will each student have their own? How will materials in the classroom be kept? Is there a book checkout- or book bags?

How will you convey to the students that you are excited about their learning, you expect success, and ensure your confidence in their success?

Decide on a home note connection procedure...email, news letter, phone calls? How will you invite parents and families into the learning experience?

How will you ensure culturally responsive teaching? How will these procedures embrace respect for all classroom members? Will your procedures be reasonable? How will you make it clear that the children are expected to contribute in many ways?

How will you get to know the individuals in your classroom?

How will you decide when to accommodate a students' differences and when to push the child toward assimilation to the larger community???---please take the utmost care in reflecting on this---

How will your classroom accommodate for differences....? Think interest inventories, Think about one on one time with your children- how will you have time for it?...family communication, etc.

Preventative Strategies Guide:

This is where you might mention your meaningful learning experiences...and powerful lessons will be engaging- where there will not be time for misbehavior. Your instruction and management will be linked.

You will model appropriate behavior.

You will keep the goal of discipline in mind- self-discipline- and you will trust and support your students.

Here are ways to create a preventive environment:

1. Make the learning relevant.
2. Foster positive relationships with peers and adults in the classroom
3. You will TEACH behavior management skills- remember –discipline is an opportunity to teach- it means to teach by definition and origin.
4. Conflict resolution, empathy, tolerance, respect will be a part of your preventative strategies...they will be the foundation of your class.
5. Preventive atmospheres are inclusive and strengthen self-confidence and self-efficacy
6. You will help students have a low stress environment.
7. Prevention includes hope. Instill hope and a positive attitude.

What can YOU do? You can make sure your materials are ready.

You can pace your lessons properly.

What is your process for focus and review?

TIME management is a big part of this.

By displaying “withitness” you will prevent behavior problems. (Kounin)

Plan your lessons well, have variety and interest in your lessons, keep the momentum going, call on students regularly – name cards, multitask, utilize the ripple effect (good behavior can spread- so can poor) have smooth transitions, clarify expectations, and decide how you will manage student work...papers, etc. Your room arrangement- can be preventive...and so can the way you work the room...working the crowd- think Jones.

Implementation Plan- discuss your first day of your “all days” and the first day of your first year of teaching....

On the first day- the student should know:


1. Am I in the right place- do I feel safe here?
2. Where do I sit?
3. Where do I put my things?
4. How can I expect to be treated here?
5. What will I learn in this class?
6. How will I be evaluated? Graded?
7. What sort of person is the teacher?
8. Will students be involved in the procedures?
9. Will they be invited to learn? Respected? Valued?


What are your expectations for learning in your classroom?


What are some icebreakers or ways you can teach your plan and get to know your students?


Figure 1-3
Classroom Rules


Classroom Rules

1 OBSERVABLE 

















2 MEASUREABLE 

3 POSITIVE 

4 ONLY FIVE 

5 NO QUESTIONS 

Lottery/Raffle Tickets

 Classroom Pride Ticket for Outstanding Performance Awarded to: _____	 Classroom Pride Ticket for Outstanding Performance Awarded to: _____	 Classroom Pride Ticket for Outstanding Performance Awarded to: _____	 Classroom Pride Ticket for Outstanding Performance Awarded to: _____
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*It looks to me as if you are disturbing the class.
This is unfair to me and the rest of the people in here.*



*Please STOP right now.
Bring this card to me at the end of the period.*



*It looks to me as if you are disturbing the class.
This is unfair to me and the rest of the people in here.*



*Please STOP right now.
Bring this card to me at the end of the period.*

Refocus Form (Primary)

Name _____ Date _____

What did you do?

What made you do it?



Sad



Mad



Wanted attention



Other _____

What will you do next time?

Are you ready to join your class? Yes No