**Effective Classroom Management Plan**

*Essential Features*

Teacher Grade/ Subject

School

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| **CLASS RULES AND EXPECTATIONS** |
| *Guidelines for Success* are prominently posted, taught and referred to when discussing classroom behavior. Guidelines are overall guiding principles for student attitudes and behavior. If school-wide expectations or *Guidelines for Success* are in place, they are used in the classroom, as well. Students can identify guidelines when asked and can describe the meaning of the guidelines:  |
| 3-5 Classroom rules, positively stated and posted prominently and linked to your *Guidelines for Success*. Rules are observable and refer to specific behaviors. Rules are observable behaviors teacher expects all students to exhibit (or not exhibit) in the classroom: |
| Plan is in place to teach, and re-teach classroom rules throughout the school year, including after breaks in the school calendar. Rules are quoted when students need to be redirected: |
| Hierarchy of consequences for rule violations are identified and directly taught to students. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences will be given at the lowest level considered necessary to change the student’s behavior: |

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| **ORGANIZATION** |
| Attention signal is identified: *Signal is audible, visual and portable* |
| Attention signals (pick only one and use it consistently – ideally attention signal is used school-wide |
| **Sample 1***
 | **Sample 2** | **Sample 3** |
| Desks/ room arranged so that all students are easily accessible by the teacher and necessary materials and supplies are accessible to students in an orderly fashion: |

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| **Policy and procedure for tardies /absences:** |
|  | Teacher Instruction | Procedures for Students |
| **Tardies** |  |  |
| **Absences** |  |  |
| **Policy and procedure is in place for turning in assignments:**Policy: Procedures for turning in assignments:   |
| **Grading policies and procedures are established and communicated**:Policy: Procedures:  |
| **Daily schedule is prominently posted:** |
| **Daily and monthly assignments are posted:**Assignment information will include the following:Monthly assignments are posted:Daily assignments  |

| **CLASSROOM PROCEDURES** |
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| *Expectations are presented in a written format and are communicated to students before each activity.*For each common routine and transition, expectations are established that address teacher’s expectation for:**Conversation-** Under what circumstances, if at all, can students talk to each other during the activity?**Help-** How do students get their questions answered during the activity? How do they get the teacher’s attention?**Activity-** What is the activity? What is its intended objective/ end product?**Movement-** Under what circumstance, if at all, can students move about during the activity? e.g., Can they sharpen a pencil?**Participation-** What does appropriate student work behavior during demonstrate their full participation?**Specific Routines and Transitions**The following are a list of common routines and transitions occurring in my classroom:1. Start of day

 1. End of day
2. Direct Instruction
3. Silent reading
4. Independent Work
5. Small Group work
6. Push ins/pull outs
7. Library time
8. Lunch
9. Recess
10. Instructional time (directed by teacher)
11. Turning in assignments
12. Bathroom
13. Water breaks
14. Gathering/Returning materials
15. Transitions:
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| **Common Routine and Transition Expectations:**1. Activity: **INDEPENDENT SEATWORK WHILE TEACHER IS WITH SMALL GROUP****Conversation:*** Can students engage in conversations with each other during this activity?
* If yes, about what?
* With whom?
* How many students can be involved in a single conversations?
* How long can the conversation last?

**Help:** * How do students get questions answered?
* How do students get your attention?
* If students have to wait for help, what should they do while they wait?

**Activity:*** What is the expected end product of this activity? (Note this may vary from day to day) ..

**Movement:*** Can students get out of their seats during the activity?
* If yes, acceptable reasons include:

Other: Do they need permission? **Participation:*** What behaviors show that students are participating fully and responsibly?
* What behaviors show that a student is not participating? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Classroom routine** ***Activity: TEACHER DIRECTED INSTRUCTION*****Conversation:*** Can students engage in conversations with each other during this activity?
* If yes, about what?
* With whom?
* How many students can be involved in a single conversations?
* How long can the conversation last?

**Help:*** How do students get questions answered?
* How do students get your attention?
* If students have to wait for help, what should they do while they wait?

**Activity**:* What is the expected end product of this activity? (Note this may vary from day to day)

**Movement:*** Can students get out of their seats during the activity? Yes, for identified activity
* If yes, acceptable reasons include:

Hand in / pick up papers: Do they need permission? **Participation:*** What behaviors show that students are participating fully and responsibly?
* What behaviors show that a student is not participating?

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* If yes, about what?

**Help:** * How do students get questions answered? How do students get your attention? Raise their hand

**Activity**:* Explain transition. What will be different afterwards (e.g. change in location, use of different materials, etc.). Include time criteria.

**Movement:*** Can students get out of their seats during the activity? Yes, when directed by teacher to do so.
* If yes, acceptable reasons include:
* Do they need permission?

**Participation:*** What behaviors show that students are participating fully and responsibly?
* What behaviors show that a student is not participating?
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| A plan is in place to teach the expected procedures for all specific transitions and routines at the beginning and throughout the year:Common Routines, Activities and Transitions:September:October:November:December:January:February:March/April:May/June |
| A plan is in place to teach behavioral expectations to new students: |

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| **ENCOURAGING ALL STUDENTS**Ratio of Interactions:*Teacher exhibits of at least four positive for every one negative interaction* |
| Plans for class-wide motivation systems are in place:Class-wide Motivation System1.
2.
3.
4.
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