

# Classroom Management Plan

Teacher \_\_\_\_\_

Grade/ Subject \_\_\_\_\_

School \_\_\_\_\_

## 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:

### September

▪ \_\_\_\_\_  
▪ \_\_\_\_\_

### Throughout Year

▪ \_\_\_\_\_  
▪ \_\_\_\_\_

Tiers/Levels of Intervention 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:

▪ \_\_\_\_\_  
▪ \_\_\_\_\_  
▪ \_\_\_\_\_  
▪ \_\_\_\_\_

## 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

▪ Audible: "May I have your

### Sample 2

▪ Audible: "Give me five

### Sample 3

▪ Audible: I will use a series

<p>attention please”</p> <ul style="list-style-type: none"><li>▪ Visual: I will use my right arm with fingers fanned out on hand, and move with an arching motion counter clockwise to raise my arm over my head</li><li>▪ Portable: I can use this signal in any location where I require my students’ attention</li></ul>	<p>please... for review this means: your eyes are on me, your hands are free, you are quiet, still, and listening”</p> <ul style="list-style-type: none"><li>▪ Visual: I will use my right arm with fingers fanned out on hand, and move with an arching motion counter clockwise to raise my arm over my head</li><li>▪ Portable: I can use this signal in any location where I require my students’ attention</li></ul>	<p>of claps to get my students’ attention. I will clap the series twice. Once to get their attention, and the second time with the expectation that my students will repeat/respond to the claps series</p> <ul style="list-style-type: none"><li>▪ Visual: I will physically model the clap series the first time. Students will then repeat/respond to the clap series with me the second time</li><li>▪ Portable: I can use this signal in any location where I require my students’ attention</li></ul>
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**Grading policies and procedures are established and communicated:**

Policy: Students will be provided an overview at the beginning of the year outlining overall grading policies (by subject where appropriate). Included in the syllabus will be percentage breakdown for assignments such as:

1. Daily assignments: \_\_\_%
2. Quizzes: \_\_\_%
3. Tests/Projects: \_\_\_%
4. Effort (group work, participation, etc.): \_\_\_%

Procedures: How will all due dates, performance expectations for work submitted, and grading practices/rubrics be communicated to students?

- Communication of Due Dates:
- Performance Expectations for Work Submitted:
- Communication of Grading Practices/Rubrics:

**Daily schedule is prominently posted:**

Daily schedule will be visually posted at the front of the classroom and will include the following information:

▪ Warm-up:

- 
- 
- 
- 

▪ Assessment:

Specialized schedules will be visually posted for alternative schedules when appropriate. These might include:

- Assembly/dance schedule
- A/B schedule formats
- Early/late release

## CLASSROOM PROCEDURES

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. Traveling to/from class
2. Entering class
3. Transitioning between activities within the lesson
4. Direct Instruction
5. Whole class activities
6. Independent work
7. Small Group work
8. Gathering/Returning materials
9. Use of materials
10. Bathroom/Water breaks

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A plan is in place to teach behavioral expectations to new students (describe here):

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Seating Chart Description (where can all needed seating charts for any day of instruction be found in the classroom?):

**ENCOURAGING ALL STUDENTS**

Ratio of Interactions:

*Teacher exhibits of at least four positive for every one negative interaction*

Plans for class-wide Positive Behavior Intervention Support systems are in place:

Class-wide Motivation System

1.