

## Classroom Management Plan- Overview

### **Goals**

- "See" all students and their individual strengths and needs
- Clearly communicate expectations and directions to students
- Follow through with promises made to students whenever possible
- Use routines, procedures and cues to help keep things running smoothly and efficiently
- Be flexible with plans and adapt plans/ the schedule depending on student needs

### **Practice**

#### **Arrival-**

Morning routine-

Students put away their backpacks and yellow folders, exchange their coastguard Kelsey books, do their morning bell ringer worksheet, then sit on the carpet to wait for morning meeting to start

#### **Group meeting time-**

Time management-

During morning meeting asking students to put their hands on their head when they're ready to share during circle time; if they're not ready by the time their turn comes around, ask students to share at recess or a later time

Call on students-

Wait 3-5 seconds before calling on a student to allow all students adequate time to process a question or idea and formulate a response

Can tell students how many you will call on after posing a question or idea for students to respond to (i.e. "I'm going to call on three people")

When students want to share more than they are asked to/ supposed to share or get off topic saying "Tell me later"

Using popsicle sticks with students' names on them to keep track of who has been called on

Modeling-

Behaviors, skills, and directions to give students a clear idea of what is expected of them or what they need to do in a certain situation or at a certain time (especially good for visual learners)

Cues-

Clap that the teacher does and students repeat to get their attention (clap-clap-pause-clap-clap-clap)

Having a "quiet" sign i.e. teacher raises a hand and students who see raise their hand when they are quiet to signal no talking and listen to the teacher

#### **Independent work time-**

Communication-

Give clear directions beforehand

Ask students to repeat or review instructions and/or expectations for an activity

Time management-

Putting students on-the-clock to complete a task by giving students a specified amount of time to complete a given task

Seating arrangements- carefully constructed so students will be able to do their best work in the space assigned

### **Transitions-**

Lining up- "Fish of the day" is the line leader for that day; line up students a few at a time, i.e. girls/ boys, asking students one at a time who are making good carpet choices and sitting ready and quiet, students at \_\_\_\_\_'s table, etc. (to prevent all students rushing to line up at once)

Time management-

Countdowns to help students pick up the pace of clean up, when they're taking a long time to make a choice (i.e. at the prize box for earning a dragon star, picking a friend to walk to class folders down to the office, etc.

### **Behavior-**

Teaching correct behaviors-

Retraining students when they aren't making good behavior choices (i.e. going back and reviewing with students how to walk in the wall the correct way through reviewing expectations and having them practice the behavior again)

Clothespin behavior chart-

Students names are written on clothespins that start on a certain color section can be moved up or down to a different color section depending on whether a student is exhibiting very good behavior or poor behavioral choices; the consequence of being placed in the color zone directly below the starting color zone is five minutes off of recess and the color zone below that is ten minutes off of recess, either sitting quietly near the teacher or walking laps around the basketball court (can move children up again on the chart if they are showing better behavioral choices later on)

Group meetings on the rug-

Giving students a warning and then move them back to their chair if they are being disruptive, not exhibiting correct carpet behaviors, talking back, etc.

During a lesson, can play a "game" where points are given to the class when they answer/ do something right as they participate in the lesson (ex. group practice with chopping words into syllables) and the teacher gets points when students aren't practicing good group carpet behaviors i.e. not sitting criss-cross-applesauce, not paying attention, calling out, etc. and points are kept track of in the form of tally marks on the board.

Give out dragon stars at various times throughout the day to students who are exhibiting a behavior that exemplifies one or more of the school rules (which is then put into a jar and saved to obtain a prize from the prize bin at the end of the week and to get added into a rewards game that the main office does for all grades).