

CLASSROOM MANAGEMENT

Plan for effective classroom management to create a positive, productive learning environment.

- Design a well-organized, structured environment
- Establish a warm, accepting atmosphere where students treat each other with dignity and respect
- Provide an emotionally-safe, secure, and risk-free environment
- Reduce distractions by having a container where students place items for safekeeping to be returned at end of day
- Provide effective classroom instruction (e.g., smooth transitions, little downtime, engaging activities)
- Have clearly defined rules that demonstrate observable behaviors (e.g., “Keep hands and feet in your personal space.”)
- Post rules using visual and written prompts and refer to them frequently
- List no more than five positively-stated classroom rules
- Teach, model, and practice procedures until they become automatic, beginning on the first day of school
- Predetermine and provide practice for each routine task (e.g., sharpening pencils, passing out papers, getting supplies, working in small groups, putting materials away)
- Use verbal or nonverbal signals to remind students of expectations and rules
- Post the daily schedule and inform students in advance of any schedule change
- Greet students by name upon classroom arrival and give a personal comment
- Direct students to routine tasks upon entry to class (e.g., morning arrival, after lunch, after an assembly or event, at the beginning of each period)
- Vary types of teaching strategies and the pace to assure all styles of learning are addressed
- Alternate active and passive activities to employ a high level of student engagement and student interest
- Present a lengthy presentation in shortened segments
- Have sponge activities ready when extra time is available (e.g., book to read, flashcard games, songs)
- Monitor student engagement and provide positive, specific feedback when student is behaving or working on a task appropriately (e.g., “I like the way you are sitting in your chair with your book opened to the correct page.”)
- Offer sincere praise to verbally reinforce appropriate behavior (e.g., “Great job cooperating with your partner and completing the task on time.”)
- Allow students to work on tasks without interruptions
- Move about the room and among the students, frequently monitoring and giving feedback
- Walk or stand near students who struggle with appropriate behavior
- Remind students of expectations prior to an upcoming transition
- Compliment students for complying with transition expectations
- Learn and use names of students as quickly as possible

- Take time to get to know students and demonstrate how much you care
- Interact with as many students as possible each day
- Set high expectations for student behavior and academics
- Make it clear to all students that you expect them to succeed
- Develop positive relationships with students
- Use flexibility to meet individual student needs
- Have students complete an interest survey and use the information as a guide for addressing needs of students
- Focus on the positive
- Be consistent in speech and actions
- Avoid sarcasm, criticism, and taking misbehavior personally
- Conference with a student privately when conversing about behavior
- Teach self-management skills
- Have students role play appropriate social behaviors
- Give students classroom responsibilities or leadership roles
- Discuss with and prepare the students for an upcoming substitute
- Develop a partnership with parents and communicate often