

Kicking Off the School Year with Effective Classroom Management



Essential Management Plan Considerations

- Level of support
- Guidelines for Success
- Classroom rules
- Attention signal
- Beginning and ending routines
- Expectations for activities and transitions
- Procedures for family contact
- Procedures for managing student assignments
- Procedures for managing technology use
- Long-range goals
- Procedures for interacting positively with students
- Correction procedures for misbehavior

Preparing to Launch

- Complete Classroom Management Plan (*CHAMPS* Reproducible 1.1, *DSC* Exhibit 1.1) and review with an administrator if appropriate. Include any building non-negotiables and expectations (anything required from administrator/building or district team such as tardy policy, attendance, common area behaviors, etc.).
- Secondary (middle and high school):
 - Draft syllabus (*DSC* Figure 9.1 p. 397/*DSC* Exhibit 9.2, p. 347).
 - Align *DSC* Exhibit 1.1 with syllabus.
- Make a sign for your room:
 - Large enough to see from a distance
 - Include name, subject, room number
- Seating assignment considerations:
 - Is seating chart desired or required?
 - Use numbers/names/photos? Project the seating chart on the board/screen?
NOTE: It is acceptable and expected that initial seating arrangements will be changed after a few class periods.
- Identify and prepare for opening activity:
 - Allows you to greet students as they enter
 - Key components: purposeful, independent, sets tone that when students are in class, they are engaged in work
 - > Lower elementary: coloring sheets/crayons
 - > Upper elementary: general information, open-ended questions

- > Secondary: subjects they like the most/least, favorites, manner of feedback preferred, interest/strengths/needs inventory
- Develop a modified schedule for the first day:
 - Helps students feel comfortable and settled
 - Communicate classroom goals, rules, guidelines, and expectations
 - Communicate any schoolwide rules and expectations
 - Deal with logistics such as distributing textbooks
- Parent considerations:
 - Elementary
 - > One liners for parents who want to take your time on Day 1
 - > Consider a written welcome letter with open house and family conference information, school and classroom expectation, FAQs, and preferred contact method, including how to schedule a meeting with you
 - Secondary
 - > Draft an orientation handout that contains school and classroom expectations, Guidelines for Success, FAQs, grading and homework information, and preferred contact method, including how to schedule a meeting time with you

First Day of School

- Greet students individually at the door.
- Ensure that your first day schedule is posted.
- Communicate essential information in the first 10 minutes.
- Teach your attention signal (*CHAMPS*, p. 75/*DSC* p. 67) and expectations for any activities or transitions that will occur during the class period using TOF (refer to *CHAMPS*, p. 412/ *DSC*, p. 356 for effective positive feedback).
- Respond to misbehavior using preplanned instructional corrections (-ly words). (See *CHAMPS*, p. 414, *DSC*, p. 357).
- Be calm and be positive!

Implement Your Plan Days 2–20

- Use attention signal any time you need the whole group to receive instruction.
- For the first 2–3 weeks, continue to begin each activity and transition with a lesson on expectations (as the month progresses, these can be more brief and only focused on specific behaviors in need of addressing).
- Watch each time for the behaviors you taught by observing students as they complete the transitions and activities. Provide high levels of positive feedback, both verbal and nonverbal. Provide consistent mild corrections that are primarily instructional rather than punitive in nature as you work to establish expectations for the class.
- Verify student understanding about class and school expectations through a written quiz or one-on-one/small group interviews.