Joanne Kmiec's Classroom Management Plan

➜Proactive/Preventative Measures

Most classroom management issues can be prevented through proactive planning. The following outlines many of the key proactive strategies that I use to create a positive classroom environment for every student.

- ✓ Get to Know Each Student Individually – In order to meet the needs of each student, it is important to know many different characteristics of each student (e.g., learning style, interests, past academics). As the culmination of this data collection I develop detailed Student Profiles.
- ✓ Nurturing Strong Family-School Partnerships – Working in tandem with each student's family, we share relevant information and strategies to ensure a successful experience for all students. *(see Family Engagement Plan)*
- ✓ Developing Social and Emotional Skills – As part of developing a whole child, it is vital to proactively develop the social and emotional skills of each child. Ensuring the wellbeing of each child, including the development of resilience, interpersonal skills, and mindfulness, contributes to the wellbeing of the class as a whole.
- ✓ Promoting Ongoing Self-Regulation – As students develop their social and emotion skills, it is important for students to develop the habits of mind and strategies to self regulate their behaviour. To help students regulate their behaviour, I use several age-appropriate self-regulation tools. These prompting tools include: colour zones, break box, 5-point check-in system , quiet cool out corners. *(See attached sample)*
- ✓ Planning Instruction to Meet the Needs of All Students as Individuals – Strong planning for instruction and assessment creates a well-managed classroom. Planning includes instruction which meets learning styles, readiness and interests of individual students, it takes into account, differentiated instructional and assessment strategies, and strategic student collaborative learning groupings.
- ✓ Co-Created Classroom Norms – Working collaboratively, the class develops a list of classroom norms that promote a positive environment for everyone. These norms are posted up in the classroom and reinforced consistently. *(See attached sample)*
- ✓ Establish and Reinforce Routines – For all common routines in the classroom, (e.g., bathroom breaks, pencil sharpening, changing rooms) I reinforce the correct routine for completing each task. This process minimizes disruptions during learning periods. *(See attached sample)*
- ✓ Planning for Transitions – Related to establishing routines, I effectively plan for and manage transitions. Planning for transitions (e.g., changing tasks, moving to the gym) also minimizes disruptions during the learning period.
- ✓ Classroom Layout – My classroom is designed so that all resources are accessible and well labeled. The classroom is organized with an eye to how the layout can best meet the needs of all students.
- ✓ Establishing a Classroom Atmosphere of Trust and Respect – From the first day of school, I collaborate with students to establish trust and respect for everyone in the class. This trust and respect is developed in: the language we use, how we respond to risk taking, modeling trust and respect in challenging situations.
- ✓ Classroom Jobs – For common classroom tasks (e.g., picking up milk orders, returning resources, wiping tables), a list of these tasks are assembled and each student is assigned a task. The students rotate between all of the tasks.

➔Responsive Measures

When undesirable behavior occurs it is important that the response is consistent, fair, and logical based on the behavior. The following outlines the key responsive strategies that I use to address undesirable behavior.

- ✓ 4 step approach to managing undesirable behavior. Start with step 1 and move through the steps, as necessary:
    - i. Planned ignoring
    - ii. Minimal intervention (proximity, name)
    - iii. Offering choice to: a) return to desirable behavior or, b) continue undesirable behavior and face consequence
    - iv. Following through with consequences provided in step iii)
- ✓ Logical consequences are based on 1) developing the desired behavior, and/or 2) preventing undesirable behaviour
- ✓ If behaviour continues to be an ongoing concern, then co-develop an individualized behaviour contract, in collaboration with student, parents/guardians, and possibly the resource teacher or administration

Attached Classroom Management Devices

- ✓ Sample of Co-Created Classroom Norms
- ✓ Sample Classroom Jobs List
- ✓ Sample Routines and Transition Planning
- ✓ Sample Self-Regulation Tools
    ***Also see Family Engagement Plan

In our class, we.....

- ✓ help each other
- ✓ take risks
- ✓ clean up after ourselves
- ✓ ask lots of questions
- ✓ work hard and play fair
- ✓ treat others with kindness
- ✓ use kind words
- ✓ tell the truth
- ✓ never give up
- ✓ DO OUR BEST...ALWAYS

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- Computer Technician
- Equipment Manager
- Game Warden
- Librarian
- Line Leader
- Distribution Director
- Design Assistant
- Calendar Clerk
- Messenger
- Ambassador
- Door Holder
- Caboose
- Homework Coordinator
- Coat Rack Captain
- Pencil Sharpener

Sample Routines and Transition Planning

Action	Process
Morning Routines	
➢ Shoes/boots	
➢ Coats/snow pants	
➢ Back packs	
➢ Homework	
➢ Lunch bags	
➢ Agendas	
➢ Forms/money for pizza, trips, etc	
In Class Routines	
➢ Getting a class resource	
➢ Sharpening pencils	
➢ Using the bathroom	
➢ Getting something from back pack	
➢ Sitting for carpet time	
➢ Bell work	
➢ Asking questions	
➢ Sorting students into groups	
➢ Getting the students' attention	
➢ Lowering the volume	
Afternoon Routine	
➢ Shoes/boots	
➢ Coats/snow pants	
➢ Packing back packs for home	
➢ Getting to Buses	
➢ Meeting parents	
➢ Being dismissed	
Transitions	
➢ Entering the classroom	
➢ Exiting the classroom	
➢ Travelling through the halls	
➢ Changing from one	
➢ Starting lunch/snack	
➢ Ending lunch/snack	
➢ Going out to recess	
➢ Coming in from recess	

Sample Self Regulation Tools

Image from: **http://tinyurl.com/q9g9o9y**

Image from: **http://tinyurl.com/pao6cb6**

Image from: **http://tinyurl.com/phx6nz5**

Image from: **http://tinyurl.com/pyh7fbz**

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