Elementary Teacher Classroom Management

Many of the questions may feel "instructional" in nature,
we know that tight instructional practices may reduce disruptive behaviors.

1. **Preparation**
    - Will you always have morning work for the students to start class?
        - If you don't, what will you have?
        - How much time will you allow for morning work?
    - How will you be clear about your expectations around work production?
    - Do you know what the independent work for the day will be and why you are asking students to do this independent work?
    - Do you have a timer available?
        - How will you use the timer to assess pacing needs?
            - Ex. 20 minutes to do 20 math problems: After 5 minutes the teacher could say, "We are 5 minutes in–you should be on problem 4 or 5. If not, ask yourself–am I using my time well OR do I need help? If you need help, what are some things you could do to problem solve? After 10 minutes, "We are halfway through our time. You should have at least 10 problems completed. If not, what do you need to do differently? How can you advocate for what you may need?"
        - Do you have the emergency plan for additional activities when an assignment either runs short or goes off track?
    - How will you assess if your instructional pacing is appropriate?
        - What steps will you take if most of your class either finishes early, if most of the class is struggling, or if pockets of students are struggling?
    - What options will you make available for students when they finish an assignment early?
        - What expectations need to be clarified for these activities?
            - Voice level, movement, materials needed/not needed, individual/partner
2. **Arrival**
    - How will you greet students?
    - How do you want students to greet you?
        - What will you do if a student does not respond to your greeting or is obviously not OK?
    - How do you want students to physically enter the room?
    - What are the first three to five things you want students to do as soon as they enter the room?
        - Coats/backpacks
        - Lunch/lunch choice
        - Retrieving/charging devices
        - Materials
        - Homework
        - Home correspondence
        - Sharpening pencils
    - How will you make expectations clear for "soft start" or mindful mornings or morning work?
        - Time allotted, Voice level, movement, materials needed/not needed, individual/partner, how to get help, what to do when finished
        - What work will you have for students when they arrive?
    - What is your procedure for morning announcements/pledge?
        - How will you teach, model, and practice this procedure?
    - Breakfast
        - What are your expectations around breakfast: Time, cleaning up, when finished
        - How will you clarify the expectations around accountability for completing morning work?

3. **Room Arrangement**
    - How will you arrange your room so that you can supervise all areas?
    - How will you arrange your room so that you can effectively use teaching resources such as: document camera, piano, white board, SMART boards, etc.?
    - Where will you have carpet seating?
    - Where will you have centers?
    - Will there be areas that are off limits to students?
        - How will you designate off limit areas?
    - Where will student supplies be stored? (crayons, paper, etc.)
        - How will these materials be stored/labeled?
        - Permission or not permission to access these materials?
        - Who will be responsible for maintaining the organization of these areas?
    - What level of structure will your students need based on their age level?
    - What supplies will you have on the student desks or tables?
        - Who will be responsible for maintaining the organization of these materials?

4. **Seating arrangement**
    A. Desk/table seat(**assigned seating required**)
    - Will you have students start in individual seating (rows) or group seating?
    - What boundaries will you teach them about their areas?
    - How will you create seating assignments (boy/girl, alphabetically)?
    - Where will you record this seating arrangement? (easy access for guest teachers)
    - How frequently will you change seating assignments?
    - How will you address students when they sit in the wrong seat?

    B. Carpet seating assignments (**assigned seating required**)
    - How will you create seating assignments on the carpet (in a circle, rows)?
    - Where will you record this seating arrangement? (easy access for guest teachers)
    - How will you want students to sit on the carpet? (crisscross, on pockets, personal space)
    - How will you teach them how to sit?
    - How will you address students when they are not meeting carpet expectations?
        - What options will you provide for students who struggle to sit on the carpet?
        - Carpet square, chair, desk, etc.

    C. Flex seating
    - What options will you have available?
    - When can students access flex seating?
    - What is your procedure for determining each student's option for the day/week?
    - Will frequently will flex seating change: daily/weekly/monthly
    - What are the expectations for each option?
    - How will you provide predictability for students around flex seating and what role will this play in reducing anxiety?
    - Will flex seating be an option when there is a guest teacher? If so, where will this information be kept for easy access by guest teacher?

5. **Learner's position**
    - Why is this so important to teach?
    - What do you want a student's learning position to be when giving direct instruction? (being mindful of where students will be seated)
        - Where should their feet be?
        - Where should their hands be?

    - What should be on their desk
    - Where should their technology be?
- How will you teach this to students?
- How will you address this each time you begin a new activity?
- How will you address students who do not adhere to the learning position?

6. Transitions

A. In desk
- What do you want to happen during the transition?
- How much time will be needed?
- What are the behavioral expectations?
    - Voice volume, movement
- How will you give directions for transitions?
- What will be the exact starting point? (a "go" word, hand signal)
- How will you time the transition?
- How will you know when students have completed the transition?
    - What should it look/sound like? (head down, eyes on you, TAPS)
- What will you do if a student does not transition within the time frame?
- What will you do if several students have not met the expectations?
- What will you do if most of the class is struggling during a transition?
- When will these transitions occur?

B. To and from groups or carpet
- How will you call students to the carpet? Individually, by row, by table?
- What expectations will you give prior to calling students to the carpet?
- What are the expectations for students while the rest of the class is coming to the carpet?
- How much time will you allow for this transition?
- What are your expectations during the carpet time and how will you verbally review?
- How will you address students who struggle to meet expectations during carpet activity?
    - What seating options are available so they can continue to participate?
- What expectations will you give prior to dismissing students back to their seats?
- How will you dismiss students back to their seats? Individually, by row, by table?
- What will you do if a student does not transition within the time frame or is not meeting expectations?
- When will these transitions occur?

7. Teacher Movement during independent work or instruction time
- What part of your classroom will you be teaching from for each activity and how will you continue to provide active supervision?
- When you are instructing, how can you position yourself so you can see every student on a continuous basis?
- When you interact with individual students, how can you position yourself so that you can see most of your class?
- How will you move throughout the classroom during independent work?
- How will you assess if students are engaged in learning?
    - If you need to work with an individual or small group, how will you continue to provide active supervision?
- What do "not engaged" behaviors look like in your classroom/subject area?
    - How will you address a student who is not engaged in learning?
    - How will you address a group of students who are not engaged in learning?
- If students are using devices, how will you position yourself so you can continue to provide active supervision of all student screens?

- What are your options for students who struggle with device expectations?

8. Collaborative grouping

- How will you assign groups?
- What will be the procedure to get into collaborative groups?
- How will you plan for collaborative conversations/turn and talk at the carpet? desks?
- What roles will be assigned during group work?
- How will you assign roles for the group?
- How will you give students this information?
- How will you build in time for student self-reflection around their role?
- How will you clarify general behavioral expectations during group collaboration?
  - Ex.: Voice volume, movement, retrieving supplies, questions, what to do when finished
- How will you continue to provide active supervision throughout the duration of the group activity?

9. Behavior standards (***No talking without permission/No getting out of your seat without permission***)

- Behavior bottom line (*It is never okay to be disruptive, it is never okay to be hurtful*)
- How will you define hurtful and disruptive?
  - What are Gateway Behaviors in your classroom?
- When will you teach this to students?
- When they are not meeting the standards, how will you let them know?
- When you verbally intervene with students, what words will you use to address them?
- What is your plan to get to students when you need to talk to them?
- What will you do if they do not respond to your redirect?

10. Confronting student behavior

- Go to students to address individual behavior.
- Use proximity, teacher looks and other nonverbals as first intervention.
- What nonverbals will you use with your students?
- Do not sit at your desk when students are in the room.
  - Why is this so important?
  - What message are you sending when you sit at your desk?
- When and how will you teach your students about how you will redirect them?
  - Why is this so important?
- How do you want students to respond to your redirect?
  - Verbally? Nonverbally?
  - How will you teach them how to respond: verbally and/or nonverbally?
- What is your plan B if students do not respond appropriately to your redirect?
  - When a student says, " I don't know" what will you do?
  - When a student says, "But, they're doing it too!" What will you do?
  - When a student says, "You're always picking on me!" What will you do?
  - How will you track the number of redirects given per student so you can maintain credibility? (One verbal redirect, then take action)

11. Ratio of positive to redirection

- How many positives should students receive in relation to each redirect?
- How will you provide positives to students? (individually, group, verbally, social)
- How will you provide positives to students who do not like the public acknowledgement?
- How will you share these positives with the folks at home?
  - Why is this so important?

12. Hallway behaviors

- Why is this so important to teach?
- How will you determine line order?
- Will you have one long line or two short lines?
- What will you require of students prior to getting into line?
- What will be the procedures to get into line?
- How will you teach this information?
- Where will you, as the teacher, walk in relation to the line?
- How often will you have stopping points?
- What will be the behavior standards for your lines? (voice level, hands, spacing)
    - What are the building behavior standards for walking in the hallways during class time?
    - How will you teach these to your students?
    - How will you address this each time your class leaves the room or prior to returning to your classroom?
- What will you do if a student does not meet this standard?
- What non-verbal signals will you use with students in the hall to redirect them?
    - How should they respond? Verbally or nonverbally
- Should teacher standards be different than student standards when in the hallway/line?
    - If the standard is to be quiet/silent in the hall, teachers will model the same standard.

13. Procedures---What procedures do you want your students to know within the classroom?

- Sharpening pencils
- Marking lunch choice
- Handing out papers
- Turning in papers
- Getting a Kleenex
- Disposing of trash
- Getting teacher attention/waiting for help
- Small Group (get started right away, do not disturb teacher table, try 3 before me)
- When students are tardy/absent
- Leaving the classroom individually
- Getting out materials/collecting materials
- When students do not have supplies
- Participating in group discussions, white boards, games, etc.
- Electronics positions (apples up, closed, open, 45 degree)
    - Beginning of class
    - During direct instruction
    - During individual work time
    - During group time
    - Charging Electronics
    - What if they don't have their device or device is not charged?
- Individual Work time
- Testing
- When work is completed
- Phones/SMART Devices
- Define the boundaries / expectations for:
    - Backpacks and /or coat rack area
    - Snacks
    - Water bottles/refilling
    - Toys

- Fidgets (Toy v. tool)—How will you teach the difference to your students?

14. Restrooms

- What will you teach students about using the restroom? (washing hands, paper towels, picking up trash, horse play, voice volume)
  - What are your building's common area expectations for restrooms?
- What will be your procedure for using the restroom in groups?
- How will you teach this to your class?
- How will you revisit this each time you leave the classroom?
- What will be your procedure for individual restroom breaks?
  - What can they take with them to the restroom?
  - How much time is generally allowed for a restroom break?
- What will you do if a student does not meet the standard?

15. Communication with specials

- How will you communicate with specialists? (both when taking students to specials and when picking them up)
- What do you feel needs to be communicated?
  - Who is absent?
  - Student was in the Safe Seat prior to Specials
  - Student did not take needed medication
  - Updates to student's plan
- How would you like Specialists to communicate with you about a student who struggled in class in a manner that preserves the dignity of the child? (Ex.: moved to a Safe Seat, needs to process)
- Determine with each specials teacher their procedure for arrival to class/dismissal. (wait in hall v. send students into room; teacher responsible for picking up students v. specials teacher walking them back to class)

16. Communication with parents

- How often will you communicate with parents by phone, email, district apps, text?
- How many positive phone calls do you feel should be made in relation to concerning phone calls?
- Who in your building can support you when contacting challenging parents about a difficult topic?
- Do you or your building have sample scripts to use when calling parents about a difficult topic?
- What district approved parent communication apps will you have access to and how will you plan to use them?
- How will you document parent communication?

17. Dismissal

- Why is Dismissal so critical to teach?
- How much time is needed for the class to pack up?
- What time will the pack up procedure begin?
- What will be your procedure for packing up at the end of the day?
  - Individually, by row, by group, dismissal method (walkers, car riders, bus riders, After School Care)
  - What needs to go home every day?
  - What is your procedure when there are additional items that need to be taken home?
    - Verbally, written on the board, etc.

- What will be the acceptable voice volume?
- What will be the movement expectations–walking or running?
- What will be your requirements regarding their desks, chairs and area?
- Where should students be once this task is complete?
- Where will you be positioned during your dismissal procedure inside the classroom?
- Where will you be positioned during the building dismissal procedure outside the classroom?
- How will you teach this information?
- How will you revisit this prior to pack up time each day?
- What will you do if a student does not stay within the boundaries?
- What will you do if a student struggles to complete the pack up procedure within the designated time frame?