

classroom management checklist

FOR
TEACHERS



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Start your school year off on a positive note by preparing to establish a respectful and productive behavioral climate in your classroom. Before school starts, review this list to see if you have:

- ☐ Identified four to seven long-range classroom goals?
Jot down several major goals—both instructional and behavioral—that you want to accomplish with all of your students by the end of the school year.

- ☐ Developed and posted three to six Guidelines for Success in your classroom?
Develop and plan to actively share with your students guidelines that describe basic attitudes, traits, and behaviors that will help them be successful in your classroom and throughout their lives.
- ☐ Made initial contact with your students' families?
Your initial contact with a student's family is their first impression of you, so it's important to make the contact friendly and inviting, yet also highly professional. If you cannot establish initial contact with families before the first day of school, try to do so within the first two weeks of school.
- ☐ Designed well-organized routines and procedures for your classroom?
For instance, have you:
 - ☐ Arranged an efficient daily schedule?
 - ☐ Created a positive physical environment?
 - ☐ Developed an attention signal?
 - ☐ Designed effective beginning and ending routines?
 - ☐ Established procedures to manage student assignments?
 - ☐ Established procedures to manage independent work periods?
 - ☐ Determined the level of classroom structure?

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Determine whether you need to develop a low-, medium-, or high-structure behavior management plan by taking into account your personal needs and the collective needs of your students. Have you:

- ☐ Developed and posted classroom rules?
Develop a plan for designing and posting three to six specific classroom rules that will be used as a basis for implementing consequences for misbehavior.
- ☐ Established corrective consequences for rule violations?
Plan to teach your rules (using positive and negative examples), post them in a visible location, and, once your students understand them, calmly implement consequences when rules are broken.
- ☐ Clarified your expectations for instructional and transitional activities in your classroom?
Define clear and consistent behavioral expectations for all regularly scheduled instructional activities and common transitions (within and between activities) that occur during a typical school day.
- ☐ Prepared lessons to communicate your expectations?
Develop a preliminary plan and prepare lessons for teaching your expectations to your students.
- ☐ Summarized your classroom management and discipline plan?
Compile essential information about your vision, classroom organization, and discipline procedures into a concise document for use by you, your building administrator, and substitute teachers.
- ☐ Developed a modified schedule for the first day of school?
You'll want to modify your daily class schedule to accommodate the unique tasks and activities that occur on the first day. Make the day as representative as you can, but include activities that help students feel comfortable; communicate your classroom goals, rules, guidelines, and expectations; communicate any schoolwide rules and expectations; and deal with logistics.
- ☐ Made a sign for your room?
Create an easy-to-read sign that you can place in the hall on or near the classroom door to help students find your room. Include your name, your grade level or subject, and the room number.
- ☐ Prepared an initial activity for students to work on independently after they've entered your classroom?
An initial activity (1) gives students something to do while they wait for class to begin, (2) reduces the self-consciousness that some students may feel if they don't know others in the classroom, (3) keeps students who do know each other from congregating and initiating conversations that they will not want to interrupt when the bell rings, (4) enables you to focus most of your attention on greeting students as they arrive, and (5) communicates the expectation that when students are in your class, they will be actively engaged, not just sitting around.