



# MAT Classroom Management Strategies Workbook

School of Education

# Table of Contents

<a href="#">Introduction</a>	<a href="#">3</a>
<a href="#">What You Need to Know About Your School Before the First Day</a>	<a href="#">4</a>
<a href="#">How Your Lesson Plans Are Part of Your Classroom Management</a>	<a href="#">9</a>
<a href="#">How Your Instructional Style and Activities Are Part of Your Classroom Management</a>	<a href="#">12</a>
<a href="#">Your Procedures</a>	<a href="#">15</a>
<a href="#">Your Discipline Plan</a>	<a href="#">17</a>
<a href="#">Appendix A</a>	<a href="#">19</a>

# Introduction



## Welcome to the world of classroom management!

Get ready to learn everything you need to know to make your classroom run smoothly and efficiently. Get excited about teaching students who want to learn because their classroom is organized and predictable, because you (as their teacher) have done everything in your power to make sure your instructional time with them is maximized, exciting, and full of opportunities for students to succeed and learn.

If in the 2 weeks leading up to the first day of the school year, you find out the essential information about your school setting listed in this handbook, you will be ready for the first day of school. What a great feeling that is! The night before school starts you should only be thinking about whether you will pack a salad or a sandwich for lunch. Everything else should be ready and set waiting for you to succeed on the first day of the school year.

Your Classroom Management journey starts in ED581, where you will be introduced to the basics of classroom management (procedures, discipline management, and parental communication and involvement). As you progress through your MAT program, identify strategies you can add to your classroom management toolbox, come back to this handbook and feel free to add them. It is yours to make it come alive! There will be classes where you will be able to draw your own connections. In your classes you will complete assignments that will remind you of what you learned in ED581. You are encouraged to go back and revisit those assignments.

This handbook is for you to write in, draw on, make notes, write reminders, and write ideas. It is a living document that you can take with you to your school and will use over and over in years to come. Enjoy it!

[Table of Contents](#) | [Introduction](#) | [What You Need to Know About Your School Before the First Day](#) | [How Your Lesson Plans Are Part of Your Classroom Management](#) | [How Your Instructional Style and Activities Are Part of Your Classroom Management](#) | [Your Procedures](#) | [Your Discipline Plan](#) | [Appendix A](#)

# What You Need to Know About Your School Before the First day

Important information regarding your school setting you will need to know before the first day of school.

1. School policies from the student/teacher handbook
  - a. Memorize school-wide discipline rules and any consequences associated with them.
  - b. No/Zero tolerance infractions. Some schools have a policy that imposes automatic punishment for infractions of certain rules. Make sure you understand what these are, and how to report and handle such infractions.
  - c. Behavior in public places (hallways, bathrooms, cafeteria, bus, library, and assemblies, etc.) What is an acceptable behavior for students in the hallway between classes? How about after school while waiting for the bus or a ride?
  - d. Student dress code (what is allowed/what is not) and how to properly address it and be consistent with the school's rules. Make sure you understand how to report and handle dress-code violations immediately.
  - e. Teacher dress code. Some schools have a dress code for teachers as well as students. Please check with your school to find out if they have one.
  - f. Visitors, guests, volunteers... What are the procedures, permissions, etc.?
  - g. Use of cell phones. Your school's policy regarding cell phones overrides your classroom rules, so make sure you understand when or if it is appropriate for students to have their cell phones on and off, muted, etc.
  
2. Attendance procedures and how to handle and report
  - a. Absence. How do you report a student absence? Through an online system? When?
  - b. Extended absence. When will the main office let you know when a student will be away for an extended period of time? Will families send doctors' notes and other documents to the main office, or to individual teachers? How will you be notified about extended absences?
  - c. Procedures regarding make-up work for students who are absent. Does your school have a set number of days for each day absent that students can take to complete their work? Does the main office collect missed work for students who are absent? How about extended absences?
  
3. Communication with families and guardians
  - a. Communication channels and frequency. Is there a school newsletter? When does it go home? Is it mailed? Sent home with students? Can you put your class notes on it? When are the deadlines to submit news in the newsletter? Can you send your own newsletter to students' families? Are there regulations for that? Does anyone need to approve it (administrator, team leader, grade level leader)? Does your school have a web page? Will you be expected to contribute your daily lesson plans or special events or frequent communication to it? If so, how often? Who approves content? Is there an expectation at the school level on how often you need to send updates to parents? How can you

communicate with parents? Does your school put any restrictions or guidelines? Text messages? Website content? Emails? Phone-calls?

- b. Conferences. Find out ahead of time when regularly scheduled parent-teacher conferences happen and how they get scheduled. How do you request a conference? Is there a form or process? Is there a form you should fill out after conferences? (If there is not an approved school-wide form make sure you create or borrow one). How do you request the presence of an administrator at conference? How about a team/grade leader?
4. School procedures regarding your lesson plans for substitute teachers
    - a. Where are they kept? What is the format, and what are the requirements?
    - b. How many days of substitute lesson plans do you need to have ready for an emergency? (Most schools want teachers to have 3 days full of emergency plans completed and turned into the office. Check with your administration for their preferences.)
    - c. How do you report the need for a sub? In an emergency? Planned absence?
    - d. Does the school have guidelines for communicating with sub teachers and expectations for what sub teachers will do?
  5. Emergency procedures (fire, tornado, lock-down, etc.)
  6. Who's who in the office and administration (names of administrative staff and responsibilities)?
  7. Are you part of a subject-area team? Whom do you report to? Are there regular meetings? Where are they held?
  8. Are you part of a grade-level team? Whom do you report to? Are there regular meetings? Where are they held?
  9. Parent teacher conferences
    - a. Where are they regularly scheduled by the school?
    - b. How long?
    - c. What forms do you need to be aware of?
    - d. How can you schedule them if you think you need to meet with a parent? Guidelines?
  10. School floor plan
  11. Before and after school duties
    - a. Where?
    - b. How often?
    - c. When?
    - d. What are you responsible for?

12. When do you have to report to school in the morning?

13. When is the school day over for teachers? When is it OK to leave? Check to see if there are different rules for teachers on Fridays. How about on “teacher” days?

14. Grading system

- a. Grading scales. Become familiar with your school’s grading scale and adopting scale (10 points, 100 points, what is an A, what is a B, are there minuses/pluses, what is OK to round to an A-?)
- b. Grade-keeping systems. Most schools now have online systems where teachers are expected to keep their grades up-to-date and parents can check grades at any point and any time. Check on your school’s guidelines to see how often you are expected to update your grades.
- c. School calendar. When are grades due for the quarter? How about midterm?
- d. Are there final exams? What is the policy on the weight and percentage of exams?
- e. Can tardies be part of your grading penalties? Some schools allow teachers to take a certain portion of the students’ grade for being tardy to a class certain number of times. However, other schools are very strict and do not want anything that is not academic to become part of students’ grades. Check on your school’s policy regarding this and follow it at all times.

15. Plagiarism and cheating

Become familiar with your school’s rules regarding these infractions and the consequences. Make sure you enforce them and follow all procedures to report these issues.

16. Bell schedule

- a. When are students supposed to be in class?
- b. What is a tardy? How do you report a tardy? How do you keep track of tardies?
- c. What are the penalties for tardiness?

17. Transitions

- a. Are you supposed to be in the hallway monitoring behavior? If so, when?
- b. Is your door to be open or closed during class? During testing? How about between classes?

18. Teachers’ lunch period

- a. Are you supposed to be in the cafeteria? Can you eat in your classroom? Can you host students in your classroom during lunch?
- b. How long is your lunch period? When is it?

19. Students’ lunch period, recess, and other non-instructional times

Are you supposed to be monitoring any of those times? Where? When? How often?

20. Field trips

- a. What types of field trips are you allowed to plan? How far away can they be?
- b. Who covers the cost of the field trips?

- c. What is the process to request approval for a field trip from the administration?
- d. How far in advance should you request/plan a field trip?
- e. What kind of forms do you need to send home to be signed by parents after a field trip has been approved?
- f. How many adult chaperones do you need? What is the process the school prefers to request parent chaperones?
- g. What kind of screening do chaperones need to go through? How far in advance does this need to happen?
- h. What are the responsibilities of a teacher and the chaperones regarding supervision in a field trip?

21. Guest speakers, volunteers in the classroom

- a. What is the process for inviting a guest speaker to your classroom? How about parent volunteers?
- b. What kind of approval or screening do volunteers and guest speakers need to go through? When does that happen? What kind of documents do they need to provide?
- c. Do you need to inform parents a guest speaker is visiting the classroom?



*Add your notes below*



# How Your Lesson Plans Are Part of Your Classroom Management



For every lesson plan you create, plan backwards and start with the end goal in mind: what will students need to know? What goal are you trying to reach with that lesson/unit? Once you know the goal, the road map will clearly appear in front of you. Then it is time to get busy planning the assessment to meet those goals and the instructional activities.

Things to remember about lesson planning that will affect your ability to manage your classroom (or lack of).

## 1. Amount of activities and length

Know if your school works on the traditional Monday-Friday schedule or a block schedule format.

## 2. Materials for each activity

- a. They should all be ready.
- b. They should all be available to the students.
- c. The students should know where to get them or how to get them.
- d. They should be displayed in your daily schedule (or agenda) on the board so the students know exactly what to expect and how long each activity will last. It will help them and you with pacing and class tempo.

## 3. Pacing and transitions (each one of these transitions will need a procedure)

- a. For each activity think of the group setting (individual, pairs, small groups, large groups).
- b. How will the students move from one activity to another when different grouping is necessary?
- c. How will the students get the materials (books, worksheets, supplies, etc.)?
- d. How and when will instructions be given?
- e. What if they have questions?
- f. When should students do when they are done with the activity?

## 4. For each daily lesson you should always plan a bell-work exercise that focuses on something the students already know. Use bell work to review and jumpstart, not to grade, test, or assess.

- a. Where will bell work be displayed in your class for each group?
- b. What should the students do when they first come in?

5. How will your daily lesson plans tie together at the end of the week? At the end of the unit? How will you communicate that plan to students?
6. How will you handle testing in your class? How will you handle make-up testing?
7. How will you communicate grades to students on a regular basis? How will you communicate progress with families?



*Add your notes below*

# How Your Instructional Style and Activities Are Part of Your Classroom Management

## 1. Communicating Positive Expectations

Are you communicating positive expectations to your students? How will you do make sure your expectations are clear?

## 2. Student Engagement

a. What are you doing to make sure all students are engaged?

i. Your presentation style

1. Your volume
2. Your location
3. Your visual aids
4. Pacing and timing

ii. Organization of instruction

iii. Layout of your room: Lighting, temperature, placement of tissues, scissors, waste can, etc.

iv. Student seating arrangement (Can they see you? Can they see what you are presenting?)

v. Agenda on the board

b. What are you planning to do when students are not engaged? Make sure you have a procedure to re-engage students.

c. What are you planning to do when students cannot follow you?

d. Do students know what the main idea/objective is for that instructional activity? Repeat it often to keep them focused.

## 3. Your Classroom Layout (See Appendix A for Classroom Layout suggestions)

a. You will have to wait until you see your classroom to deal with this one and some of the above items. Check on your school's policy regarding access to doors, handicap access, access to windows, etc.

b. Think of all the different activities you may use during the school day and plan for them accordingly.

c. Plan for independent work: How will the students' desks be organized? Are certain pieces of furniture in the way of students' movement when they come in the class? How about at dismissal time? How about during transitions? Can they be avoided?

d. Is your desk visible from all places in the classroom? Can you see all spots in your classroom? Can you clearly see the door? (For safety your desk should never face away from the door).

e. Computer-based learning: Where are the computers? Number of stations? How will the students move to them? How will they be assigned? What will the rest of the class do while a group of students uses the computers?

- f. Teacher-directed small group: What will this look like? Desks or tables and teachers arranged where?
  - g. Cooperative learning/group work: How will students move from the other structures to this?
4. Organizing Student Materials  
Textbooks, paper, dictionaries, workbooks, notebooks, journals, worksheets, folders, etc.
  5. Learning Styles and Multiple Intelligences
    - a. Does your lesson planning include instructional activities and materials that reach diverse learners?
    - b. How about multiple intelligences? Are you reaching out to all the students in your class? What is your plan to find what learning styles and multiple intelligences you have in your classroom?



*Add your notes below*

# Your Procedures

Most discipline problems arise when procedures are not in place or when procedures do not make sense to students because they do not make things run smoothly.

You will need the following procedures for your classroom. These are just suggestions; you may need more or your school may have school-wide procedures for some of these routines.

Remember that you created your own Classroom Management Plan in ED581. We encourage you to go back to that assignment and revise your procedures.



1. How to enter classroom
2. What to do before school
3. Bell-work procedure
4. Lunch count procedures
5. Pencil sharpening
6. Emergency drills
7. Restroom use
8. Paper heading
9. Turning in assignments
10. Doing class jobs
11. Computer and classroom library use
12. How to fill out assignment book
13. How to get teacher's attention
14. How to react to teacher signals
15. How they will go to lunch/recess/other classes
16. What to do at dismissal
17. How to organize supplies
18. What to do if a student feels sick
19. What to do if you need to use the restroom
20. What to do if you need help
21. How to behave when the principal comes in the room
22. What to do if the teacher gets sick
23. What to do when a visitor comes in the room
24. What to do when a substitute teacher is in the classroom
25. What to do when you are done with your work

*Add your notes below*



# Your Discipline Plan

You will need to create your own classroom rules and consequences and an easy system to track students' behavior issues. Remember in ED581 you designed your own Discipline Plan. We encourage you to go back to your assignments from that course and revise your Discipline Plan.

- Become familiar with your school's discipline plan, rules, consequences and any school-wide discipline plan your school may have adopted.
- Find out if your school supports teachers deducting points from academic grades for discipline infractions (most schools do not support this practice).
- Find out if your school supports teachers assigning "after school detention" or any other type of detention and find out what kind of permission you need to obtain from parents and how long in advance you need to plan for this.

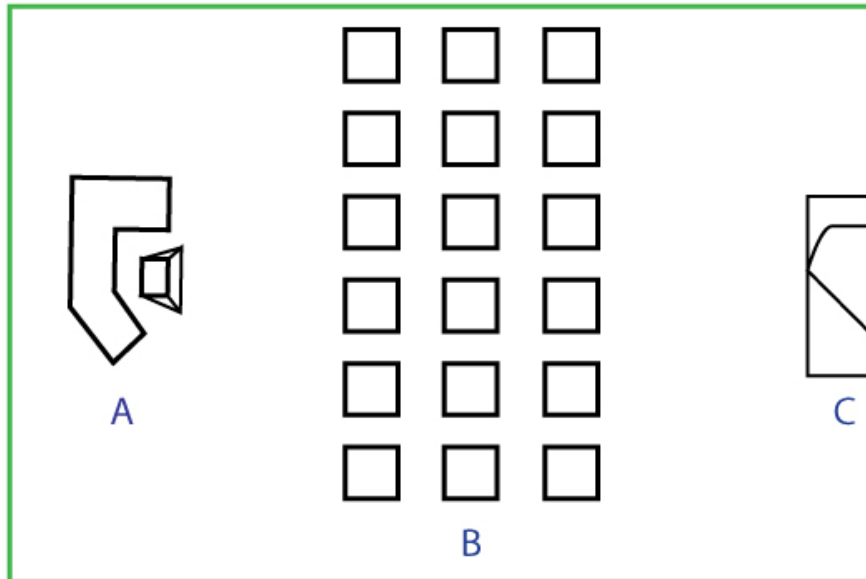
Your discipline plan should include:

1. Classroom rules
2. Consequences
3. Rewards
4. Discipline tracking system (make it easy!)
5. Behavior contract
6. Parental contact tracking system



*Add your notes below*

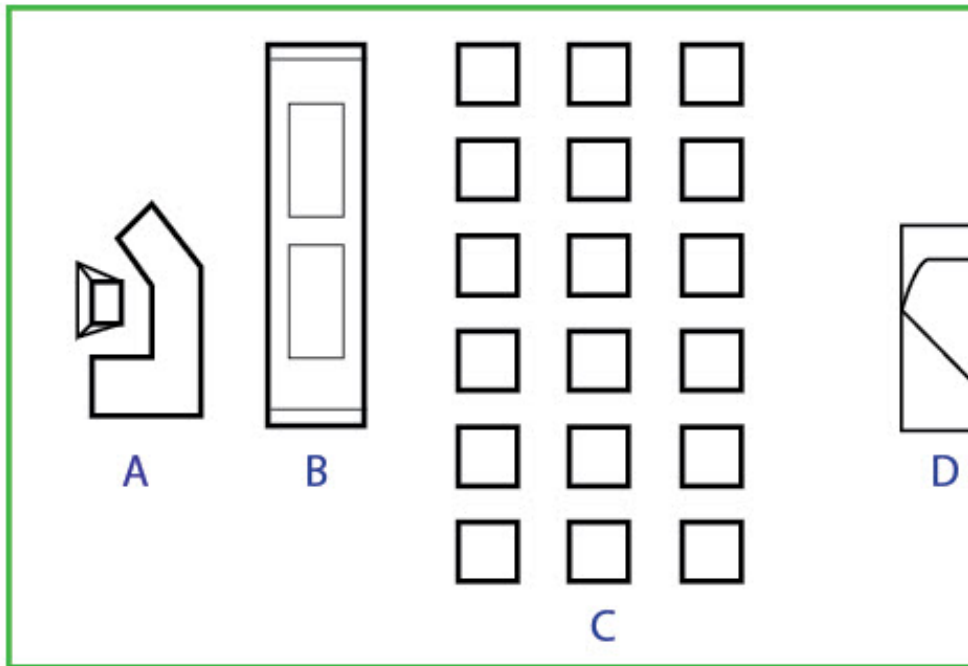
Figure 1



- A- teacher's desk
- B- students' desks
- C- door

Classroom Set-up Issue: Teacher's desk is facing the opposite way.

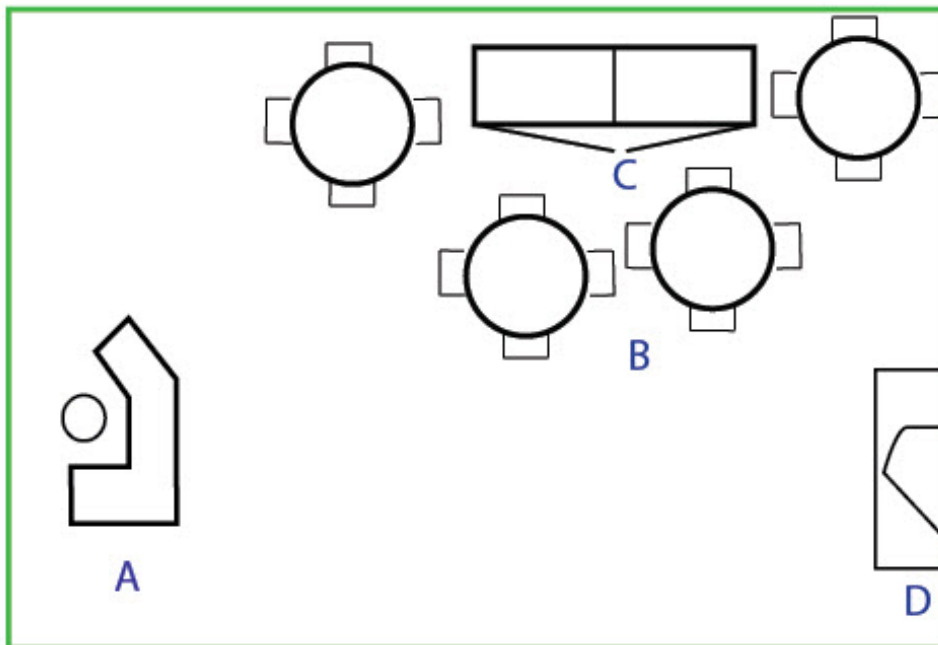
Figure 2



- A- teacher's desk
- B- bookshelf
- C- students' desks
- D- door

Classroom Set-up Issue: Blocked view, teacher cannot see students.

Figure 3



- A- teacher's desk
- B- tables
- C- supply cabinet
- D- door

Classroom Set-up Issue: Supplies are not easy to access.  
Think 'traffic flow!'