1. ***Pre-Class Classroom Management Checklist:***
2. **School Policies and Procedures**

|  |  |  |
| --- | --- | --- |
| Done? | Item | Extra Notes |
|  | 1. Do you have the school’s policy for emergency situations? Fire, Lockdown, etc.
 |  |
|  | 1. Do you have school’s policies on misbehaviour?
* Violence
* Absenteeism
* Lateness
* Bully Program
 |  |
|  | 1. Are you familiar with the parts of the school that you and your students may use and the procedures for their use?
* Library
* Computer Lab
* Supply room
 |  |

1. **Before the first class: Classroom Organization and Preparation**

|  |  |  |
| --- | --- | --- |
| Done? | Item | Extra Notes |
|  | 1. Do you have a complete class list?
 |  |
|  | 1. Do you have enough workbooks, desks, and other class materials?
 |  |
|  | 1. Do you know if you have students that require differentiation in terms of lesson planning or seat arrangements?
 |  |
|  | 1. Do you have the teacher’s editions of all textbooks or workbooks?
 |  |
|  | 1. Is the technology that you will use set-up and working?
 |  |
|  | 1. Are the students’ nametags OR seating arrangements ready? Do you have room for unexpected students?
 |  |
|  | 1. Do you have your first and second lesson plan ready?
 |  |
|  | 1. Have you communicated with parents/students to introduce yourself and talk about necessary materials for the class?
 |  |
|  | 1. Is the classroom organized . . .
* With easy access to busy areas
* In a way that you want students to? communicate? (Pairs, groups, rows)
* With an unobstructed view of all students?
* So that students have an unobstructed view of you/the board?
 |  |
|  | 1. Are the classroom walls *lightly* decorated to welcome students?
 |  |
|  | 1. Is there a welcome sign for students?
 |  |
|  | 1. Is your desk organized with all materials ready?
* Lesson plans
* Unit Plans
* Grade book
* Behaviour Notebook
 |  |
|  | 1. Do you have all necessary photocopying done for your first 3 lessons?
 |  |
|  | 1. Do you have all other necessary supplies ready according to your lesson plans?
 |  |
|  | 1. Do you have extra materials for students who don’t have any? Pens, paper, sticky notes, etc.
 |  |

1. **Routines and Procedures**

|  |  |  |
| --- | --- | --- |
| Done? | Item | Extra Notes |
| Develop rules and procedures for . . .  |
|  | 1. Entering classroom
 |  |
|  | 1. Taking attendance
 |  |
|  | 1. Late Policy
 |  |
|  | 1. Absenteeism
 |  |
|  | 1. Handing out materials
 |  |
|  | 1. Handling equipment
 |  |
|  | 1. Dismissal
 |  |
|  | 1. Group work, individual work, and class discussions
 |  |
|  | 1. Attention Getting Procedure
 |  |
| Teaching Procedures |
|  | 1. Are all of these procedures in the appropriate lesson plans? (Introduced when they are needed)
 |  |
|  | 1. Have you explicitly included how you will have your class practice these procedures in your lesson plans?
 |  |
|  | 1. Have you got a rationale for all procedures?
 |  |

1. **Classroom Rules and Expectations**

|  |  |  |
| --- | --- | --- |
| Done? | Item | Extra Notes |
|  | 1. Have you established what your classroom rules are? Are they short, memorable, and all encompassing?
 |  |
|  | 1. Have you included how you will teach classroom rules in your first lesson plan?
 |  |
|  | 1. Are there reminders of classroom rules built into other lesson plans?
 |  |
|  | 1. Do you know how you intend to react when rules are broken?
 |  |
|  | 1. Do you have consistent consequences for not following rules?
 |  |
|  | 1. Are these rules accessible and visible to students?
 |  |
|  | 1. Do you have a place to record misbehaviours?
 |  |
|  | 1. Do you have an action plan for serious misbehaviour?
 |  |

1. ***Classroom Procedures***
2. ***Pictorial schedule:***
* *Displayed next to the smartboard and reviewed daily during circle time*
1. ***Attention getting procedures:***
* *“1, 2, eyes on me” “1, 2, eyes on you”*
* *“Heads up”*
* *“Hands up top, that means stop!”*
1. ***Question/Answering procedures:***
* *Think-pair-share*
* *Hands up for answering a question or providing a comment. Remind students to not blurt out and wait for their name to be called before shouting out*
1. ***Transition Procedures:***
* ***Start of day:*** *students enter the classroom and find their spot at the tables to begin the table activity*
* ***Start of class:*** *transition to the carpet for calendar and circle time*
* ***Change of activity: “****heads up top, that means stop!” or “1, 2, eyes on me”*
* ***Dispersing materials:*** *materials needed including: pencils, pencil crayons, glue and scissors are kept in a “caddy” that is placed on each table for student use by the classroom assistant or teacher*
* ***End of day:*** *students will pack up for the end of the day and remain on the carpet until their name is called when their parent or guardian arrives*
1. ***Routine Procedures:***
* ***Late arrival:*** *students will be responsible for bringing a late slip from the office when they arrive at the school*
* ***Bathroom breaks:*** *before recess time there will be a designated time during the first few weeks of school where the children are given a bathroom break. If children need to use the bathroom at other times in the day they will need to sign out by moving their name tag on the chalkboard.*
* ***Going into the hallway:*** *recite the hallway chant every time we leave the classroom and enter into the hallway so that the students know they are expected to be silent when walking in the hall*
* ***Pencil sharpening:*** *pencils that need sharpening will be placed into the “not sharp” pencil tub, and students can grab a pencil from the “sharp” pencil tub. Pencil sharpening will be a classroom job done by teachers or parent helpers during free parts of the day*
* ***Seatwork expectations:*** *when working at the tables the students will be on task and working quietly. The students will be reminded that when they are at the tables their noise level is to be at a level 0 (as demonstrated on the noise chart)*
* ***Carpet time:*** *Give me five: legs are crossed (criss cross applesauce), hands are still (in your lap), ears are listening, eyes are watching, and lips are zipped*
* ***Clean up time:*** *clean up song: “everybody clean up”*
* ***Playground rules:*** *Students will demonstrate safe behavior while using the playground equipment during recess time. The students will be allowed to use only one playground (that the teacher chooses) during their recess time*
* ***Fire drills:*** *students line up and exit the classroom and head outdoors to the front door entrance by the office. Teacher will grab class list on clipboard located by the door. Fire drills will be practiced in September so that students know the routine*
* ***Lock downs:*** *all students are to lay down in the closet corner of the classroom and stay still and silent until the lock down has been called off. Lock downs will be practiced in September so that students know the routine*
1. ***Building Positive Relationships***
2. ***Class list/seating plan***
* ***Seating arrangement on the carpet:*** *The students will each sit on a letter mats on the carpet during circle time and other instructional times, this will ensure all students have their own square of space*
* ***Seating plan during table activities****: Student name cards will be placed at appropriate spots at the tables so students know where to sit during table and large group activities*
1. ***Student interests:***
* *On the first day of school I will provide a kindergarten questionnaire for the students to complete with their parents and return the next day*
* *Use the student interest surveys to build student interests into daily lesson plans and activities*
1. ***First day/first week ways to build positive relationships between students and teacher:***
* *Greet each student at the door each morning*
* *Introduce myself and let the students get to know me. We will do an “all about me” page activity during show and share for the month of September so the students will get to know me and their classmates*
* *Wish the students a good day at the end of every class. Give the students a hug, high five or handshake as they exit the classroom each day*
* *Take an interest in the students likes outside of school*
1. ***First day/first week ways to build positive relationships between students:***
* *Collaborate with each other to create class rules during the first week of school*
* *Establish procedures for how to respectfully communicate with each other and be good classmates*
1. ***Strategies for building a safe, supportive, caring classroom community:***
* *Model and enforce the golden rule of respect*
* *Establish a problem-solving format that students are to use when they disagree with one another*
* *Use appropriate wait time when calling on students to answer questions. Students should never feel bad about themselves for not being able to answer questions immediately*
* *Be fair and consistent when enforcing rules*
* *Make all students feel that I care about them individually and make them all feel special and appreciated*
1. ***Body language, position and voice I will use within the classroom:***
* ***Start of class:*** *Teacher high position welcoming the students into the classroom. This body position and voice will be much more relaxed than during instruction time*
* ***Large group instruction:*** *Teacher high position with hands by side and using attention getters to get the attention of the class. It will be important to command the students attention during large group instruction*
* ***Small group instruction:*** *Teacher low position at eye level with students. Voice will be much lower then it is during large group instruction*
* ***Inappropriate situations:*** *Teacher high position with a higher voice level to get the attention of students*
1. ***Intervention (Responding to Inappropriate Behaviour)***
2. ***Classroom Rules:***
* *When students are not following the classroom rules use proximity or call the student by name to get their attention, ask them to stop what they are doing and remind them of the classroom rules*
1. ***Strategies for Dealing with inappropriate behaviour:***
2. ***For behaviour such as blurting out, talking during instruction, making noise etc.***
* *Give the teacher look, use proximity, use specified signal (tap student’s shoulder), pause or say the student’s name politely.*
* *If no response: pause and turn towards the student, politely request he/she stops and say “thank you” when the behaviour has stopped.*
* *If behaviour continues: give the student a reasonable choice to work without disturbing others or provide an alternate space for him/her to work.*
* *If behaviour still continues: follow through on the consequence given in the choice previously.*
1. ***For more serious behaviour such as talking back, yelling, being defiant, put downs, wrecking property etc.***
* ***Create a formal contract:*** *collaborate with the student to define the problem, generate solutions and alternatives, agree when to start and review the agreement. Both the teacher and student sign the written contract.*
* ***Chat with the principal:*** *if further consequences are needed the principal can outline them according to the school’s regulations if no improvement occurs*
* ***Behaviour plan:*** *created in collaboration with parents, principal, teacher, student and any other necessary figures to create as many supportive environments as possible.*