**Classroom Management Procedures**

Most of these procedures come from the *The Classroom Management Book* (Wong, Wong, Jondahl & Ferguson, 2014)

“Procedures are taught, rehearsed and reinforced until they become routines.” (p. 17)

“Your first priority when class begins is not to take attendance. It is to get students to work.”

1. **Introduce your classroom management plan to the class using a PowerPoint with pictures and simple instructions.**
	1. Call it: “Learning Zone Procedures”
2. **How to enter the classroom (“getting started” routine)**
	1. Enter the room quietly
	2. Hang up jacket and backpack
	3. Get 2 sharpened pencils, textbooks, and materials ready
	4. Add checkmark to attendance sheet
	5. Read the class agenda
	6. Begin your homework
3. **Where to sit**
	1. Assign children to seats using a seating chart
	2. Assign groups for collaboration
		1. Random groupings: Names on popsicle sticks
		2. Grouped by behavior
		3. Grouped by ability
		4. Grouped for diversity
4. **Agenda (posted on board)**
	1. Today’s schedule is…
5. **Opening assignment (posted on board)**
	1. (For any child who does not have homework, is not ready to start their homework, or immediately needs help with homework)
	2. Example:
		1. “Last night as I was sleeping, a light beamed in through the window. Then…” Please complete the rest of the story. Thank you, Teacher
6. **Student asking for help, while continuing to work**
	1. (Cup with red dot sits on every desk)
	2. Turn over cup
	3. Continue working until teacher helps you
7. **Student hand raising**
	1. If not using the cup flip procedure, students need to raise their hand silently and wait for a response. (W sign for water, B sign for bathroom)
8. **Getting student’s attention**
	1. Deliver signal / statement
		1. “Time out” …. “time in”
		2. “SALAME” (*stop and look at ME*)
		3. Call and response: “1, 2, 3, eyes on me.” “1, 2, 3, eyes on you.”
		4. “Everyone, please listen up.”
		5. “Give-me-five” (one hand up, students put one hand up)
	2. Wait for students to be silent (don’t speak again)
	3. Student procedure:
		1. Immediately stop what they are doing.
		2. Look at the teacher.
		3. Listen for instruction.
9. **Silent signal**
	1. 2 fingers in the air (when students should be working silently)
10. **What to do when a pencil breaks**
	1. 2 cups of pencils: new / old
11. **Asking for water**
	1. 3 fingers up (W for water)
12. **Asking to use the restroom**
	1. Hand up, thumb folded in (b for bathroom)
13. **Voice volume**
	1. Silent
	2. Whisper
	3. Small voices
	4. Regular voices
14. **How to clean up**
15. **Dismissal procedure (how to exit class)**
	1. “Two minutes before the end of the period I will let you know that it is time to put away your materials, clean up, and get ready to leave. When you are quietly sitting at a clean desk, with no trash near you, I will point to you and you may quietly walk out of the classroom (or line up).”
	2. Desk is neat and orderly (no papers or pencils are out)
	3. Bring backpack and jacket to your desk
	4. Pack all your belongings at your desk.
	5. Place your chair on top of your desk.
	6. Exit when I point to you (when your desk is clean, backpack is ready, coat is on and you are quietly looking at me).
16. **Homework folder**
	1. Every student has a 2-pocket folder with their name on the front.
	2. One flap says “To do”
	3. One flap says “Turn in”
	4. Includes a weekly “Assignments” sheet
		1. 3 columns: Done, Assignments, Due
17. **Classroom jobs (List of jobs on paper, student names on clothespins)**
	1. Teacher’s assistant
	2. Feelings helper (also helps resolve conflicts)
	3. Attendance monitor
	4. Line leader
	5. Line ender (caboose)
	6. Daily meeting leader
	7. Board washer (erase or clean board)
	8. Supplies monitor (all supplies put back)
	9. Telephone answerer
	10. Pencil sharpener
	11. Feelings helper – comfort upset child
18. **Bathroom breaks**
	1. Have 2 bathroom passes hanging on wall: 1 boy, 1 girl
	2. Only 1 boy and 1 girl can leave the classroom with a bathroom pass at any given time.
19. **Distributing or collecting papers**
	1. Distribute to first desk in each row.
	2. Students pass 5 papers down the row (not up and down columns)
	3. Students turn in papers the same way they were passed out.
		1. Students at end of row pass papers up to front row.
20. **Profanity procedure**
	1. This classroom is a “profanity free zone.”
	2. There will be no cussing, for any reason.
	3. (Tell students you understand they hear lot of swearing outside, but in the classroom we only use academic language to describe what we are thinking.”
	4. Procedure:
		1. If a child swears, say, “school language, please,” or simply “language.”
		2. Student responds with, “sorry, what I meant to say was…”
21. **Keeping students on task (when excited by a group activity)**
	1. Write STOP on the board
	2. Mark out one letter each time its too noisy or off-task
	3. When you cross out all 4 letters, stop the activity and introduce something more structured, like writing a story, silent reading, more homework time.
22. **Finishing work early**
	1. Create a chart on the wall that says “When you are done”
		1. Read
		2. Write in your journal
23. **Peer-to-peer requests (students telling each other to start or stop something)**
	1. Calm voice: “Will you please…”
	2. Listener responds with 3 options: “okay,” “sorry,” “that wasn’t me.”
24. **Transitions**
	1. Tell class how much time they have for the activity (example: 30 minutes)
	2. Tell the class when they have 2 minutes left
	3. Explain or post instructions to follow during transition
	4. Give clean up signal (teacher does not talk during student clean up)
		1. Playing a transition song for 2 minutes
		2. Flash the lights
		3. Ring bell
		4. Clap your hands
		5. Verbal countdown
		6. Verbally say “Clean up!”
25. **Brain break**
	1. (Give the class a 2 minute stretch break, to stand, stretch, get water, sharpen pencil, talk to student near them)
	2. Set timer
	3. When timer beeps, students stop what they are doing and return to their desk.
26. **5 compliments for 1 correction**
	1. Regularly comment on student processes that are helpful (e.g. “thank you for getting out your homework right away”)
	2. Provide 5 compliments for every 1 correction.
27. **Class meeting (at start of session, or as needed)**
	1. Gather in circle
	2. Students greet one another
	3. Remind children about procedures and social skills we are practicing
	4. **1+1 activity (see separate handout)**
		1. Go around the circle. Everyone is invited to share 1 compliment (what is going well in class) and 1 suggestion (what can be improved).
		2. Teacher writes down all the suggestions on chart paper children can see
		3. Read all suggestions.
		4. Ask for commitment to follow the suggestions with a show of hands.
		5. Ask for solutions to any problems that are not yet solved.
	5. Review the schedule of the day, and the next activity
	6. “Instruct students to return to seats in an orderly fashion.” (p. 172)
28. **Class discussions**
	1. You may speak only when holding the Talking Tool
	2. Eyes and ears must be on the speaker.
	3. We respect everyone’s idea, so that everyone is comfortable participating
	4. Raise your hand to speak.
	5. Wait until you are holding the Talking Tool to start talking.
	6. Pass the Talking Tool gently with an underhand toss.
	7. Announce the person’s name before passing the Talking Tool so that they are ready to catch it.
29. **Working in groups**
	1. Follow a well-rehearsed cue for transitioning in and out of groups.
	2. Set a timer for 2 minutes prior to transition
	3. Pre-assign students to groups
	4. Announce members of the first group.
	5. Point out location where the group will work.
	6. **Procedures for students during group work**
		1. You are responsible for your own work and behavior
		2. If you have a question, ask you group members first
		3. Try your best to help your group members when they have a question
		4. Ask the teacher for help only if the entire group is stumped, and everyone can agree on the same question. (pg. 182)
	7. **When the clean up transition cue is given:**
		1. Return materials
		2. Return furniture
		3. Return to respective seats when there is no time left on the timer.

Source for most of the procedures:

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The classroom management book* (p. 320). Mountain View, CA: Harry K. Wong Publications.