FILL-IN TEMPLATE

Classroom Management Plan Template

A one-stop plan for how your classroom runs: expectations, routines, how you will recognize good behavior and how you will respond when things go off track. Fill it in before the year starts, then revisit it after the first few weeks.

1. Classroom basics

Teacher / grade / subject	School year	Date reviewed

My goal for how this classroom feels and works

2. Classroom expectations (3–5, stated positively)

Write what students **should do**, not what they shouldn't. Keep each to a few words (for example, "Be respectful," "Be responsible," "Be ready"). Then define what each one looks like in your key routines.

Expectation	During instruction	During group / partner work	During transitions

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3. Routines and procedures

Most classroom problems happen during unclear routines. Write the steps students follow for each one.

Routine	Steps students follow	Signal / cue I use
Entering the room / starting work		
Getting my attention		
Asking for help during independent work		
Transitions between activities		
Materials, devices and supplies		
Restroom / leaving the room		
Finishing early		
End of class / dismissal		

4. Teaching the plan

Teach expectations and routines like academic content: explain, model, have students practice, and give feedback. Re-teach after breaks and whenever a routine starts slipping.

When	What I will teach and practice
First day	
First two weeks	
After breaks / when needed	

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5. Recognizing expected behavior

> **Aim for more positive than corrective interactions.** A common guideline is at least 4 positive interactions (specific praise, a smile and nod, a note home) for every 1 correction. Specific praise names the behavior: "You started right away and stayed with your group, thank you."

Specific praise I will use

Class-wide recognition (optional)

How students can earn individual recognition

6. Responding to misbehavior

Decide ahead of time. Start with the least intrusive response and move down the list only if needed. Stay calm, brief and private when you can.

#	Response	What it looks like in my room
1	Proximity, eye contact, nonverbal cue	
2	Quiet redirect or reminder of the expectation	
3	Re-teach the routine; praise the next correct try	
4	Offer a choice ("You can work here or at the side table")	
5	Brief private conference / problem-solving	
6	Classroom consequence + family contact	

Classroom-managed vs. office-managed behaviors (follow your campus policy)

I handle in class:

I refer / ask for support:

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7. Families and follow-up

How I share good news

When and how I contact families about concerns

Students who may need more support (and who I will talk to)

Plan review notes (after the first month)

If a student's behavior continues despite consistent classroom supports, talk with your campus team about a functional behavior assessment and an individual plan.

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