Classroom Management Plan: Example

7th grade science. A sample to adapt, not a real teacher's plan.

1 Beliefs

Students behave best when they know exactly what is expected, when they feel noticed for doing the right thing, and when a mistake can be fixed. My job is to teach behavior the same way I teach science: explain it, practice it, and give feedback.

2 Expectations

1. Be ready: in your seat with your materials when the bell rings.
2. Work hard: try every task, and ask for help when you're stuck.
3. Respect people and equipment: listen when someone is speaking, and treat lab equipment with care.
4. Help others: share what you know with your group.

3 Routines

Entering: students come in, pick up the warm-up card from the tray by the door, and start it in silence.
Attention signal: I raise my hand and count down from five. By zero, hands are empty and eyes are on me.
Asking for help: during independent work, a student asks two classmates first, then raises a hand.
Bathroom: one student at a time, signs out on the clipboard, not during my explanation.
Group work: voices at "table level", so only your own group can hear you. The noise monitor on the board shows it.
Finished early: check the work against the success criteria, then pick a challenge card.
Lab days: safety goggles on before anyone touches equipment. No goggles, no lab.
Leaving: the class leaves when the room is clean and I say so, not when the bell rings.

4 Positive acknowledgment

I give points every lesson for the four expectations, especially for being ready at the start and for helping others. Students spend points on privileges: choosing their seat for a day, an extra day for an assignment, choosing their lab partner. When the whole class earns a set number of points, we do a class experiment of their choice. I send two positive messages home every week, chosen so every family gets one before the first report.

5 Consequences

1. A look, or standing next to the student.
2. A quiet reminder of the expectation.
3. A warning, logged in the app, so I can see patterns.
4. A logical consequence: redo the task during the last minutes of the lesson, a seat change for the rest of the lesson, or losing lab time for misusing equipment.
5. A conversation after class to agree on a plan.
6. A message home after the third logged warning in a week.

Fighting, bullying and unsafe lab behavior go straight to the school's procedure.

6 Setup

Groups of four, with a seating plan I change every unit. The calm-down spot is the desk by the window. Lab equipment is in the labelled cabinet; only I open the chemicals cabinet.

7 Families

A welcome email in the first week with the four expectations and how points work. Good news every week (see part 4). For problems, I call before I email.

8 Teaching and review

In the first week, we practice the entry routine, the attention signal and the lab routine until they're automatic, and the class helps me write the examples for each expectation. I review the plan after six weeks and after each report.