**My Comprehensive**

**Classroom Management Plan**

*“An ounce of prevention is worth a pound of cure.” - Benjamin Franklin*

My Name:

School Year:

Date of Plan:

My Classroom Mission Statement:



 Systems-Level Support

From Your SCSD Behavioral Health Consultants

Website: [www.SCSDbehaviormatters.weebly.com](http://www.SCSDbehaviormatters.weebly.com)

Twitter: @SCSDbxteam

 Laura Bertini-Colón, LCSW Jacquelyn O’Connor, PsyD Kelli Schuhl, LCSW Amanda Zezima, MS, CAS

**My Comprehensive**

**Classroom Management Plan**

*“An ounce of prevention is worth a pound of cure.” - Benjamin Franklin*

By reviewing this completed packet, an observer will be able to discern exactly what strategies I am using that align with best practice recommendations for effective classroom management.

Classroom management is defined by the NYS Education Department as all the actions teachers take to create an environment that supports academic and social-emotional learning. It includes all of the teacher’s practices related to establishing the physical and social environment of the classroom, regulating routines and daily activities, and preventing and correcting behavior. Furthermore, the attached Appendix lists exactly which NYS teaching standards align with each part of this comprehensive classroom management plan.

|  |
| --- |
| **Table of Contents:****Part 1.** Five Senses and the Physical Space: Designing a Positive Classroom Environment**Part 2.** Kids Aren’t Mind-Readers: Defining Classroom Expectations, Rules, Procedures, and Behavioral Routines **Part 3.** Kindness is a Language: Building Effective Relationships with My Students**Part 4.** What’s Your Hook? Identifying Strategies for Promoting Academic Engagement**Part 5.** Keep Calm and Carry On: Utilizing Planned Responses to Appropriate and Inappropriate Behavior to Enhance Students’ Opportunities for Learning**Part 6.** It’s a Journey not a Destination: Reflecting on, Reviewing, Revising, and Sharing My Plan |

**Part 1. Five Senses and the Physical Space: Designing a Positive Classroom Environment**

My classroom’s physical layout:

[ ]  Allows for fluid traffic patterns

[ ]  Classroom setup maximizes teacher-student interactions and minimizes distractions

[ ]  Allows teacher to move easily around the classroom and actively monitor students

[ ]  Materials and equipment are neatly organized to prevent clutter and facilitate teacher and students’ easy access to materials

During instructional times or times in which I want students to be most alert, I will modify the environment to support this by:

[ ]  Increasing lighting

[ ]  Reducing room temperature if possible

[ ]  Reducing background noise

[ ]  Other:

During unstructured times or times in which I want students to engage in free play, I will modify the environment to support this by:

[ ]  Increasing/ Decreasing lighting

[ ]  Increasing/ Decreasing room temperature if possible

[ ]  Playing upbeat music

[ ]  Other:

During times I want students to calm and re-focus, I will modify the environment to support this by:

[ ]  Dimming classroom lights

[ ]  Increasing room temperature (if possible)

[ ]  Playing calming instrumental music

[ ]  Other:

I will strategically seat the students to accommodate their individual needs. For example:

[ ]  Students who are more distractible will be seated away from students who are observed to regularly engage in distracting behavior, as well as from windows, and doors. This applies to the following students in my class:

1.
2.
3.

[ ]  Students who have a history of interpersonal conflict with each other will be seated away from each other. This applies to the following students in my class:

1.
2.
3.

**Map: My Classroom Space**

*\*See the SCSD Behavior Matters website for links to sample maps at* [*www.SCSDbehaviormatters.weebly.com*](http://www.scsdbehaviormatters.weebly.com)

|  |
| --- |
|  |

**Part 2. Kids Aren’t Mind-Readers: Defining Classroom Expectations, Rules, Procedures, and Behavioral Routines**

The following is my list of classroom non-negotiables (i.e., the behaviors that are unequivocally unacceptable because they impact student or adult safety, and may require immediate administrative response, per my conversation with my building administrator).

My four to five explicit classroom rules are age appropriate, stated positively, observable, and enforceable (see Table 1.A). They are positively stated rules that describe the behavior I want to see rather than the behaviors I don’t want to see (i.e., “Use kind words, appropriate volume and tone of voice when speaking with adults and peers” instead of “No yelling, cursing, or use of derogatory language.”)

[ ]  My classroom rules align with building rules and policies and the district Code of Conduct.

[ ]  My classroom rules align with other teachers’ rules and horizontally across my broader team (e.g., with other social development class special education teachers’ rules).

**TABLE 1.A: ESTABLISHING CLASSROOM RULES**

| **Classroom Rule** | **What Following this Rule Looks Like** |
| --- | --- |
| **Example** | Stay focused on learning. | Listen when someone is speaking.Raise your hand before speaking.Speak respectfully to classmates and adults. |
|  |  |
|  |  |
|  |  |
|  |  |

[ ]  I will post my classroom rules in the following location in order to make them visible to all students:

[ ]  I will teach, review, and practice my four to five classroom rules (see Table 1.A):

[ ]  At the following time daily:

[ ]  Integrated throughout the day

[ ]  I will encourage effective, user-friendly, non-verbal communication with students and reduce disruptions in instruction by teaching students signals summarized in Table 2, as follows:

**TABLE 2: CONCEPTUALIZING NON-VERBAL SIGNALS**

| **Person Initiating the Signal**(Student or Teacher) | **Signal** | **Meaning** |
| --- | --- | --- |
| **Examples** | Teacher | Rings soft chime | Wrap up your work and prepare to transition to the next activity. |
| Student | Holds up 1 finger | The student needs to use the bathroom. |
| Teacher | Pointing / turning arrow to specific color on posted Color Wheel System to remind class of behavioral expectations for different types of classroom activities | Green= Free Time / Low Structure Activities* Talk in a quiet voice
* Keep hands and feet to self
* Comply with directions

Yellow= Large or Small Group Instruction / Independent Work* Raise hand for teacher permission to speak
* Raise hand for teacher permission to leave seat
* Look at the speaker or your work
* Comply with directions

Red= Transitions Between Activities* Return to your seat
* Clear your Desk
* Look at the Teacher
* Sit quietly
 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

I will post a visual schedule or agenda to ensure that students are pre-set for activities of the day in the following location:

I will use the following routines/procedures to actively teach and practice expected behavioral routines in my classroom and across school settings (see Table 3):

[ ]  Posting a matrix of classroom rules and what student rule compliance would look like in classroom, whole-group activities, independent seat work, and transitions (aligned to school-wide expectations).

[ ]  Other:

**TABLE 3: DAILY ROUTINES & PROCEDURES**

| **Activity** | **Description of what an observer would see in my classroom** | **What are the teaching points for this?*****(What skills/routines need to be explicitly taught to students in order to establish procedures for this activity?)*** |
| --- | --- | --- |
| **Students Expectations** | **Teacher Expectations** | **Para Expectations** | **Transitions from this activity to next** |
| **Example** | Morning arrival to class | Return teacher’s greeting politely and proceed to walk into the classroom safely, speaking in low volumes with their peers and proceed to hang up their coats, stow their lunch boxes in their cubbies, and put their homework folder on their desk. | Greet students at the door by name as they enter and ask each student to name one thing they enjoyed the evening before. | Provide active supervision and praise to students who are following the procedureappropriately | Teacher will flash the classroom lights for attention and announce that a supporting adult will be coming around to collect their folders. | * What walking safely looks like
* How to greet the teacher
* Where to hang coats
* Where to stow lunch boxes
* What low volume sounds like
 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

To support in-class and room-to-room transitions that are well-controlled, purposeful, and time-limited, I will use the following strategies:

[ ]  Teaching detailed expectations about all transition routines.

[ ]  Pre-setting students about the upcoming transition and behavioral expectations associated with it.

[ ]  Use of six steps to improve classroom transitions:

1. Provide signal to obtain student attention
2. Communicate expectations for academic and social behavior
3. Specify the time limit for the transition
4. Monitor for compliance
5. Signal the end of the transition by beginning the next activity
6. Provide performance feedback related to the success of the transition

[ ]  Other:

**Part 3. Kindness is a Language: Building Effective Relationships with Students**

[ ]  I will greet students individually at the door and welcome them as they enter.

[ ]  I will call students by name and treat all students with respect (thanking students, apologizing when you make mistakes, refraining from setting students up with rhetorical questions or sarcastic comments).

[ ]  I will spend positive time with students that is not dependent on students’ behavior (e.g., ask about them, use positive interactions to demonstrate that I value and respect them, encourage them, thank them for their participation, compliment them on special achievements and important life events such as participation in sports, drama, music or other extracurricular activities).

* The following are some potential times of day or activities during which I may have the opportunity to build this positive time with students into my schedule:
	1.
	2.
	3.
* The following are a few of my own strengths and interests, and could be useful in bonding with my students (e.g., humor, musical ability, etc.):
	1.
	2.
	3.

[ ]  I will aim for giving four positive interactions for every one corrective or negative interaction I have with them (4:1).

I will promote feelings of community and positive student-to-student relationships in my classroom by:

[ ]  Giving students brief, regular non-directive communication that compliments their commonalities, teamwork and problem-solving abilities (i.e., Banking Time intervention).

[ ]  Limiting public classroom posting of behavioral status to positive *peer* behaviors only (e.g., helpfulness, kindness, patience) instead of unacceptable behaviors related to *classroom* expectations.

[ ]  Encouraging cooperative, trust-building peer activities more often than competitive peer activities (see [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com) for additional ideas)

[ ]  Encouraging students to report their peers’ positive behavior verbally or in writing (i.e., promoting “tootling” rather than tattling; see [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com) blog for this ready-to-implement evidence-based intervention).

[ ]  Offering students classroom jobs and rotating special responsibilities.

[ ]  Other:

I will demonstrate cultural sensitivity and inclusiveness in the following ways:

[ ]  Validating, affirming, and bridging culturally diverse ideas.

[ ]  Exploring customs and cultural norms by:

 [ ]  Researching cultural beliefs, practices, and norms as they pertain to my students.

 [ ]  Involving students and their families in discussion about their cultural experience.

[ ]  Other:

I will increase home support for learning in the following ways:

[ ]  Helping parents feel welcome by inviting them to school, including them in classroom activities, etc.

[ ]  Using home-school notes or phone calls with a disproportionate focus on the positive.

[ ]  Using assignment notebooks.

[ ]  Providing academic enrichment activities.

[ ]  Other:

**Part 4. What’s Your Hook? Identifying Strategies for Promoting Academic Engagement**

My instruction and daily lesson planning will be evident to a classroom observer through:

[ ]  Clear and measureable objectives that are:

[ ]  conveyed to the students at the start of every lesson

[ ]  posted in the following location:

[ ]  Content and strategies that have clear beginnings and ends.

[ ]  Pacing that minimizes time in non-instructional activities.

[ ]  Alignment with state standards and district initiatives.

[ ]  Documentation of my daily lesson plans will be made available upon request or can be found in the following location (for substitute teacher access):

[ ]  I will use student data to drive instruction that is scaffolded and differentiated to students’ developmental and learning needs.

[ ]  I will reach out to the instructional coach assigned to my building for additional support in this area as needed.

In order to be reflective and responsive to student’s cognitive and academic needs I will use (and be able to explain the rationale for using) a variety of best practice instructional strategies, including the following:

[ ]  I will maximize instructional relevance and clearly state purpose and goals of my lessons.

[ ]  I will provide sufficient wait-time to students after they have been questioned.

[ ]  I will provide guided practice and monitor independent practice with error-correction and re-teaching to work towards mastery (e.g., I do, we do, you do).

[ ]  I will close the lesson by re-stating objectives and connecting to future lessons.

[ ]  I will utilize formative evaluation of students’ understanding of my lessons (e.g., accountable talk).

[ ]  I will reach out to the instructional coach assigned to my building for additional support in this area as needed.

[ ]  Other:

I will increase students’ interest, engagement, and motivation through use of the following strategies:

[ ]  I will use strategies to learn about my students’ interests, and incorporate these into my teaching.

[ ]  I will allow students choices within assignments and projects.

[ ]  I will enhance my students’ creative thinking (e.g., through project-based learning, cooperative learning activities).

[ ]  I will increase opportunities for success in schoolwork by ensuring a match between instruction and student developmental/ academic needs, and by offering clear directions.

[ ]  I will promote student growth and academic motivation by reinforcing student effort and work attempt over final product or outcome.

[ ]  I will reach out to the instructional coach assigned to my building for additional support in this area as needed.

[ ]  Other:

I will provide students with ample opportunities to respond to academic questions with use of the following strategies:

[ ]  I will ask questions frequently and use brisk pacing during group instruction.

[ ]  I will ask students to respond chorally (answer in unison).

[ ]  I will use response cards, kahoot.it, exit tickets, or a similar alternative to allow for anonymous academic responding (i.e., students write their answers on erasable boards then hold them up, students anonymously submit their answers to a question).

[ ]  I will present my class with questions that require every student to participate (e.g., “Stand up if you think X, stay seated if you think Y.”).

[ ]  I will consider reaching out to a colleague and having them time teacher instruction versus the time in which students are engaged in the material outside of instruction/ lecture time (i.e., teacher as facilitator instead of lecturer, providing students with discussion time).

[ ]  I will reach out to the instructional coach assigned to my building for additional support in this area as needed.

[ ]  Other:

I will demonstrate cultural sensitivity and inclusiveness by considering the following when developing my lesson plans:

[ ]  Inviting the students to share their culture through writing assignments and activities.

[ ]  Inviting guest speakers whom the students might identify with culturally.

[ ]  Hosting multi-cultural events within the classroom setting and inviting family members to speak about their culture and customs.

[ ]  Other:

**Part 5. Keep Calm & Carry On: Utilizing Planned Responses to Appropriate and Inappropriate Behavior to Enhance Students’ Availability for Learning**

In order to promote positive, ***appropriate*** student behaviors, I will utilize the following strategies:

[ ]  I will ask students for input regarding motivators.

[ ]  I will deliver positive feedback to my class as a whole.

[ ]  I will give students behavior-specific praise (i.e., specifically identify the behavior for which a student is being praised or thanked) that is credible, contingent on desired behavior, and provides information about the value of the accomplishment.

[ ]  I will deliver individual student feedback calmly and as privately as possible to avoid embarrassing students in front of their peers.

[ ]  I will provide praise in a variety of ways (e.g., verbally, nonverbally, with a pat on the back, a call home, hanging their work on the wall in a prominent area, etc.) and adjust my approach depending on the how my students respond.

[ ]  I will specifically describe behavioral expectations for upcoming tasks and transitions, particularly at potentially difficult times (i.e., pre-corrective statements).

[ ]  I will actively supervise my students (i.e., frequently scanning and moving about the room, interacting and providing prompts, reminders, and positive recognition) to prevent behavior problems.

[ ]  If I notice that a particular student is struggling behaviorally, I will use the 2x10 intervention (please refer to the SCSD Behavior Matters Website for more information on this strategy: [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com)).

[ ]  Other:

I will promote my students’ behavioral self-awareness, self-monitoring, and self-management skills by:

[ ]  Providing signals and cues to alert students to assess and monitor their own behavior, including:

[ ]  Reviewing progress toward individual goals by:

[ ]  Reviewing progress toward group/ class goals by:

[ ]  Providing students with self-monitoring tools (please refer to the SCSD Behavior Matters Website for sample tools: [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com)).

In addition to providing contingent positive reinforcement when students demonstrate appropriate behavior, I will utilize the following responses to address ***inappropriate*** student behavior, with special attention to the possible function of the challenging behavior (i.e., sensory, escape, attention, tangible):

[ ]  I will consider making instructional adjustments to improve behaviors if I judge challenging behaviors to be triggered or exacerbated by required academic tasks (e.g., pre-teaching, differentiating, and providing additional time).

[ ]  I will consider making environmental adjustments to improve behaviors if I judge an environmental element to be contributing to challenging behaviors (e.g., moving students’ seats away from distracting peers, collecting distracting objects during work sessions, adjusting room lighting).

[ ]  I will offer more re-teaching and re-practicing before delivering consequences.

[ ]  I will use TCIS guidelines for verbal de-escalation.

[ ]  I will respond immediately following the behavior and consistently across time and settings.

[ ]  I will utilize natural and planned undesirable consequences that lead to personal responsibility and life skill development whenever possible (please refer to the SCSD Behavior Matters Website for more information on this strategy: [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com)).

For mildly inappropriate behaviors, I will:

[ ]  Use verbal or nonverbal redirection (with neutral face, relaxed and non-threatening posture).

[ ]  Give students a warning about losing privileges and reminder of desired behavior when I think students have control over their behavior and a reminder may help their behavior improve.

[ ]  Systematically withhold attention when students exhibit undesired behavior (e.g., I will continue with lesson and not respond at all when student taps their pencil repeatedly, or engages in another behavior that does not appear to be disruptive to others or present a safety concern).

[ ]  Other:

For moderately inappropriate behaviors, I will:

[ ]  Explicitly reprimand students to inform them of their correctable error, with brief reprimands that are delivered promptly, quietly, and calmly, with close proximity and eye contact (not forced).

[ ]  I will encourage students to use a quiet area within my classroom to take a break from an activity or environment that may be contributing to their behavior and practice self-soothing strategies.

 [ ]  Other:

For persistent or severely inappropriate behavior, I will:

[ ]  Discuss the student’s challenging behavior with my School Based Support Team (SBST) and consider developing an Individual Crisis Management Plan (ICMP) and Intervention Support Plan for Behavior (ISP-B), in recognition of the need to differentiate for behavioral needs, and treating students fairly but not equally.

[ ]  Discuss with my building administrator, refer to the SCSD Code of Conduct, and explore restorative approaches (which help students understand the impact of their behavior and that they can repair harm).

[ ]  I will consider moving a student a less preferred environment.

[ ]  I will follow NYS guidelines on use of Time Out rooms (please refer to the SCSD Behavior Matters Website for more information on this strategy: [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com)).

[ ]  I will use TCIS guidelines for use of therapeutic holds, if applicable. (I will speak to my building administrator if I am not TCIS certified).

[ ]  Other:

In problem solving efforts, I will acknowledge my part in reaching a solution by using the following strategies:

[ ]  Developing empathy by gathering information to understand the problem.

[ ]  Inviting student to help define the problem and brainstorm solutions that are realistic and mutually satisfactory.

[ ]  Teaching and prompting alternative prosocial behaviors to address students’ lagging skills, in recognition that kids do well if they can.

[ ]  Other:

I will utilize the following whole class behavior management systems and strategies, as summarized:

[ ]  I will use a token economy approach to allow for all students to earn tokens when they follow classroom rules and engage in expected behavioral routines that can be redeemed for a reinforcer of some kind (e.g., desired item, preferred activity). See Table 4, below, for a summary of my classroom’s token economy system. Tokens will:

[ ]  be given more frequently when new skills are introduced.

[ ]  be linked to various reinforcers that are redeemed frequently, intermittently, and long-term.

[ ]  have value for all students.

[ ]  I will consider individualizing or customizing classwide goals for particular students via an Intervention Support Plan (ISP).

[ ]  I will use group contingency system(s) to allow the entire class’ behavioral performance to result in positive outcomes for all students (e.g., if the whole class is able to meet a specific short-term goal they will earn five minutes of extra recess; if students can meet a long-term behavioral goal they will earn a classroom party). This group contingency system will be publicly posted and the class’ progress toward group goals will be easily observable during visits to my classroom.

[ ]  If I do use a response cost approach (i.e., taking tokens away from students for inappropriate behavior), it will be within the context of a positive, token economy approach to support positive attitudes toward school. Tokens will be removed at the following rate: for the following infractions:

1.
2.
3.

[ ]  Other:

The following is a description of the ways I will teach students and adult support staff how my whole class behavior management systems and strategies (Table 4, below) work:

1.
2.
3.

[ ]  I have attached the point sheet or other visual representations of the way I will provide individual feedback to students about their behavior.

[ ]  I will conceptualize how I will teach my classroom rules and expectations, how I will model the desired and undesired behaviors, and what adult responses to appropriate and inappropriate behavior will look like in my classroom as described in Table 1.B.

**TABLE 4. CONCEPTUALIZING BEHAVIOR MANAGEMENT SYSTEMS AND STRATEGIES USED FOR ALL STUDENTS**

| **Token to Be Earned** | **When / how often can the student earn the token?** | **For what behaviors can the student earn his or her token?** | **When can the student redeem his or her token?** | **What items, activities, or privileges can students redeem with their tokens?** |
| --- | --- | --- | --- | --- |
| **Examples** | Points / Bucks | Every 30 minutes | Following Classroom Rules: Be RespectfulBe Ready to LearnPersonal Goal | Earned Reward Time (before lunch, end of day) | Levels of Privilege for Earn Time Choices:Green Earn Time = playground, gym use, computer useYellow Earn Time = puzzles, games with friends, classroom toysRed Earn Time = drawing at desk, individual games, dry erase boards |
| Stickers | Daily | Completed Homework Assignments | When sticker chart is full | Choice from Homework Prize Box / Homework Pass |
|  |  |  |  |  |
|  |  |  |  |  |

**TABLE 1.B TEACHING CLASSROOM RULES & PLANNING ADULT RESPONSES**

*(Copy & Paste Columns 1 & 2 from Table 1.A)*

| **Classroom Rule** | **What the Rule Looks Like** |  **Strategy for Teaching** | **Model, Guide, Practice:** **I do, We do, You do** (How I will show the students how it’s done and how it shouldn’t be done?) | **Planned Adult Response to Appropriate Behavior** | **Planned Adult Response to Inappropriate Behavior** |
| --- | --- | --- | --- | --- | --- |
| **Example** | Be Respectful | Use kind words, appropriate volume and tone of voice when speaking with adults and peers | Use of a social story | * Role play led by teacher (of desired and undesired behavior)
* Role play (of desired behavior only) led by student volunteer
* Practice (desired behavior) in small groups
 | Behavior specific praise, “Thank you for using such kind words.”Use of token economy as outlined in Table 4 | Reminders about classroom rule, encouragement about student’s ability to engage in appropriate alternative, deliberately giving praise to peer demonstrating desired behavior |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Part 6. It’s a Journey, Not a Destination: Reflecting on, Reviewing, Revising, and Sharing My Plan**

I will keep a physical copy of the most up-to-date version of my classroom management plan in the following location(s) for easy access to substitute teachers and my school team:

I will use the following regular meeting time(s): throughout the school year to:

[ ]  Reflect on and review components of this plan

[ ]  Review classroom behavioral data

[ ]  Reflect on and address barriers to successful implementation

[ ]  Reflect on and evaluate the effectiveness of my classroom management plan by collecting and reviewing the following data:

[ ]  Identify areas for re-teaching and responding to student needs

[ ]  Other:

The following people have agreed to collaborate with me during the meeting times identified above:

[ ]  Social Worker:

[ ]  School Psychologist:

[ ]  Special / General Education Instructional Coach:

[ ]  District Behavioral Health Consultant:

[ ]  Other:

I will share the relevant pieces of this classroom management plan with parents and students in the following ways:

[ ]  Providing a summary of key pieces of information

[ ]  Via parent letter

[ ]  Presenting to students in the classroom and increase buy in by obtaining their signature

[ ]  Presenting to parents and students at back-to-school night

[ ]  Other:

**References**

**Contents of this packet have been adapted from and/or are aligned with recommendations from the following sources:**

Boushey, G. & Moser, J. (2014). *The Daily 5, Second Edition. Fostering Literacy independence in the Elementary Grades.* Stenhouse Publishers: Portland, Maine.

Holden, M. J. & Holden, J. C. (2013). *Therapeutic Crisis Intervention for Schools, Edition 1 Workbook.* Residential Child Care Project, Cornell University.

Illinois PBIS Network (2010), *Positive Behavior Interventions & Supports: Supporting Implementation of Efficient and Effective Classroom-Wide Positive Behavior Support Plans.* Retrieved from: <http://www.istac.net/resources/illinois-pbis-network-resources/PBIS-Trainings/classroom-management-series>

NYS Education Department Quality Indicators - Behavior, Classroom Management (2010).

Otten, K. & Tuttle, J. (2011). *How to Reach and Teach Children with Challenging Behavior (K-8): Practical, Ready-to-Use Interventions That Work*. Wiley Press.

Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up.* The Guilford Press: New York.

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The Classroom Management* Book. Harry K. Wong Publications, Inc.: Mountain View, California.

Wright, J. (2013). *RTI Toolkit: A Practical Guide for Schools: Strong Classroom Behavior Management*. Retrieved from: http://www.interventioncentral.org/saspa

**Appendix: NYS Teaching Standards**

**How My Comprehensive Classroom Management Plan Meets NYS Teaching Standards**

**Part 1: Classroom Structure**

NYS Standard 4: The Learning Environment

4.1 Creates a respectful, safe and supportive environment

4.2 Creates an intellectually stimulating environment

4.3 Manages the learning environment for the effective operation of the classroom

4.4 Organize and utilize available resources (e.g. physical space, time, technology)

**Part 2: Define Classroom Expectations, Rules, and Behavioral Routines**

NYS Standard 3: Instructional Practice

3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.

3.3 Teachers set high expectations and create challenging learning experiences for students.

3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

3.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

**Part 3: Building Effective Relationships with Students**

NYS Standard 1: The Learning Environment

1.1 Knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels

1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes

1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students

1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning

1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students’ learning

1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

**Part 3: Building Effective Relationships with Students (Continued)**

NYS Standard 6: Professional Responsibilities and Collaboration

6.1 Upholds professional standards of practice and policy as related to students’ rights and teachers’ responsibilities

6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success

6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations

**Part 4: Identify Strategies for Academic Engagement**

NYS Standard 1: The Learning Environment

1.1 Knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels

1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes

1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students

1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning

1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students’ learning

1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

NYS Standard 2: Knowledge of Content and Instructional Planning

2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline(s)

2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts

2.3 Uses a broad range of instructional strategies to make subject matter accessible

2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement

2.5 Designs relevant instruction that connects students’ prior understanding and experiences to new knowledge

2.6 Evaluates and utilizes curricular materials and other appropriate resources to promote student success in meeting learning goals

NYS Standard 3: Instructional Practices

3.1 Uses research-based strategies and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning

3.2 Communicates clearly and accurately with students to maximize their understanding and learning

**Part 4: Identify Strategies for Academic Engagement (Continued)**

*NYS Standard 3: Instructional Practices (Continued)*

3.3 Sets high expectations and create challenging learning experiences for students

3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement

3.5 Engages students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology

3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

NYS Standard 4: Learning Environment

 4.2 Creates an intellectually challenging and stimulating learning environment

NYS Standard 5: Assessment for Student Learning

5.1 Designs, adapts, selects, and uses a range of assessment tools and processes to measure and document student learning and growth

 5.2 Understands, analyzes, interprets, and use assessment data to monitor student progress and to plan and differentiate instruction

 5.3 Communicates information about various components of the assessment system

 5.4 Reflects upon and evaluates the effectiveness of your comprehensive assessment system to adjust assessment and plan instruction accordingly

 5.5 Prepares students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

NYS Standard 7: Professional Growth

7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

**Part 5: Utilize Planned Responses to Appropriate and Inappropriate Behavior**

NYS Standard 4: Learning Environment

4.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYS Standard 6: Professional Responsibilities and Collaboration

6.1 Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

6.5 Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

**Part 5: Utilize Planned Responses to Appropriate and Inappropriate Behavior (Continued)**

NYS Standard 7: Professional Growth

7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

**Part 6: Sharing, Reviewing, and Updating My Plan**

NYS Standard 5: Assessment for Student Learning

5.1 Designs, adapts, selects, and uses a range of assessment tools and processes to measure and document student learning and growth

 5.2 Understands, analyzes, interprets, and use assessment data to monitor student progress and to plan and differentiate instruction

 5.3 Communicates information about various components of the assessment system

 5.4 Reflects upon and evaluates the effectiveness of your comprehensive assessment system to adjust assessment and plan instruction accordingly

 5.5 Prepares students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

NYS Standard 6: Professional Responsibilities and Collaboration

6.1 Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

6.5 Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

NYS Standard 7: Professional Growth

7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

**Acknowledgements**

The Schenectady City School District Behavioral Health Consultants would like to take this opportunity to thank our colleagues for giving of their time and expertise to provide critical feedback regarding the content, ease of utilization, and feasibility of implementation of this tool. It is our belief that their input truly helped us to realize the development of this tool to its fullest potential. We always welcome on-going feedback in an effort to streamline and improve upon our efforts.

**Classroom Teachers**

Kayla Colgan

Dan Darpino

Becky Dysard

Jen Fox

Nicole Hannon

Katie Hauenstein

Tom Hopkins

Mackenzie Houlihan

Joanne Oakes

**Building Support Personnel**

Joanne Fuson, Building Behavior Specialist

Elin Mattfeld, Building Behavior Specialist

**District Special Education Instructional Support**

Erika MacFarlane, Instructional Coach

Chris Turcio, Instructional Support Dean

**District General Education Instructional Coaches**

Alyssa Sabatino

Sara Schneller

**Building Leadership**

Mariann Bellai

Matt DeLorenzo

**District Leadership**

Rita Levay

Andrea Tote

Laura Birchak

Jessica Karn