

Classroom Management Plan

A practical template for routines, prevention, responses, and follow-through

Companion resource for Classroom Management Strategies for Teachers at InstructionalStrategies.org

Start here: Decide what students should do during ordinary classroom moments, teach those routines explicitly, and plan calm responses before problems happen.

1. The classroom I am trying to create

Grade / subject / class:

What should students be able to expect from me?

What should students be able to expect from one another?

2. Keep expectations few, clear, and teachable

1	
2	
3	
4	
5	
Teach / practice	How will I model, rehearse, and neutrally reteach these expectations?

3. Plan the routines that prevent unnecessary problems

Routine	What students should do / what I need to teach
Entering the room	
Getting materials	
Beginning work	
Asking for help	
Turning in work	
Moving into groups	
Transitions	
Using devices	
Finishing early	
Dismissal	

4. Prevention: make the good choice easier

- ☐ Directions are short, specific, and given before students begin moving or working.
- ☐ Materials are ready and students know where they go.
- ☐ Lessons minimize unnecessary waiting and dead time.
- ☐ Students have frequent ways to respond, think, discuss, practice, or show understanding.
- ☐ The level of challenge is appropriate and support is available when needed.
- ☐ I use a consistent attention signal and students know what it means.
- ☐ I notice productive behavior without making rewards the whole system.
- ☐ I know which students may need extra visual, verbal, organizational, or behavioral support.

5. My signals, cues, and reminders

Attention signal	
Transition cue	
Noise-level cue	
Nonverbal reminder(s)	
Routine-reteach language	

6. Response ladder: calm, proportionate, predictable

Not every behavior needs the same response. Minor behavior usually does not need a public confrontation.

Possible step	What it can look like
1. Low-key cue	Proximity, eye contact, pause, gesture, or another quiet reminder.
2. Brief redirection	State what the student should do next without a speech.
3. Private check-in	Clarify the expectation, barrier, problem, or needed reset.
4. Logical consequence / repair	Use a response connected to the behavior when appropriate.
5. Reteach and reset	Practice the routine again if the problem is really a routine problem.
6. Additional support	Use family, school, behavior, or administrative supports when the situation exceeds normal classroom management.

7. My words matter

A neutral redirection I can use:

A private conversation opener I can use:

8. Plan for the problems that happen most often

Choose the situations that actually occur in your classroom. Decide what prevention, response, and follow-up will look like before you are irritated.

Situation	Prevent	Respond	Follow up / reteach
Students talk while I am teaching			
Noise grows during independent work			
Transitions become chaotic			
Students refuse or avoid work			
Group work gets off task			
Students misuse devices or phones			

9. Relationships and fairness

- ☐ I can explain important expectations without debating every expectation in the moment.
- ☐ I avoid sarcasm, humiliation, and unnecessary public power struggles.
- ☐ I apply expectations consistently while recognizing that fair support is not always identical support.
- ☐ I look for patterns: time of day, task difficulty, peers, transitions, unclear directions, fatigue, or other triggers.
- ☐ I make room for positive contact with students that is not tied only to correction.

One relationship-building habit I want to use consistently:

10. Family and school communication

When I will contact home / family	
What I will document	
School supports I can use when needed	

11. When the plan is not working

Troubleshoot before assuming the answer is simply "be stricter."

- ☐ Do students actually know the routine, or have I mostly told them once?
- ☐ Are directions clear before movement or work begins?
- ☐ Is there too much waiting, crowding, or competition for materials?
- ☐ Does the task match students' current skill and support needs?
- ☐ Is the same problem happening at the same time or in the same activity?
- ☐ Am I responding consistently, or only after I am already frustrated?
- ☐ Is my response making the behavior the center of the room?
- ☐ Does this student need support beyond ordinary classroom management?

12. Weekly reflection

What worked better this week?	
Where did we lose time, attention, or calm?	
Which routine needs to be retaught or simplified?	
Which student(s) may need more targeted support?	
One change I will make next week:	

13. Thirty-day check

- ☐ Students can explain the major routines without my prompting.
- ☐ Transitions are becoming faster and calmer.
- ☐ I am correcting less because expectations and routines are clearer.
- ☐ My responses are calm and predictable rather than improvised.
- ☐ I know which problems are whole-class issues and which require individual support.
- ☐ The management system supports learning instead of becoming the main event.

Keep the plan usable. A classroom management plan is not a promise that nothing will go wrong. It is a way to reduce preventable problems, respond more consistently, and get back to teaching and learning.

Full guide: <https://instructionalstrategies.org/behavior-management-classroom/>