

Components of your CLASSROOM MANAGEMENT MODEL

- I. **An introductory paragraph** which describes/includes the overall values and norms which inform your decisions for what you include or don't include in the model. This component should also include or address your broader goals for your students...what do you ultimately want for the children in your classroom? In a sense, this section becomes your philosophy of classroom management and discipline.

- II. List **the norms for governing classroom** such as "Be respectful of one another's ideas and feelings." You may include key rules in this section as well, though classroom expectations/norms often are used to guide students in the generation of their own rules. Ideally, these norms or expectations should be developed with the students so they have "ownership."

- III. Specify **proactive elements** of your model. That is, what structures and strategies within the day-to-day operation of your classroom will enable students to take an active role in self-monitoring their behavior and provide ways for them to receive specific feedback? The focus should be on positive prevention, rather than reactive intervention. Examples include point systems, class meetings, conflict resolution, ongoing parent communication, celebration of successes (academic as well as social).

- IV. Include a component that specifies **a clear discipline system** or process that will be in place so you will know what to do and say when students are not responding appropriately to classroom expectations/rules and proactive elements. You may want to include general considerations such as "Provides for clear, consistent, and appropriate consequences." However, everyone should specify a specific course of action they will take so that students are held accountable to the established standards for the classroom.

Note: These four elements form the basis of your Classroom Management/Discipline Model; however, they should be contextualized within the broader framework.