

Classroom Management Inventory

Step 1: Reflection

- What behaviors are driving you nuts? What's NOT working the way you want it to?
- What is currently working well?
- Are there times of day that are worse than others? If so, what are they?
- Why is there a difference? Evaluate what changes at those times. (Do things go downhill after lunch, specials, during a certain subject or during independent work times?)
- How would your dream classroom run? What would each person be doing at various times of day? What does your ideal day sound like, look like and feel like? Get a clear picture in your head of what you are shooting for.

Step 2: Expectations for Teacher - Student Interaction

- How do you want students to treat you?
- How do you want to treat your students? Who do you want to be?
- What is your mindset? Are you committed to being in charge of your classroom or are you *too nice*?
- Do you worry about students liking you? Do you compromise your boundaries for the sake of being liked?

Step 3: Student - to - Student Interaction

- How do you want your students to treat each other?
- What do you envision your classroom talk sounding like?
- What behaviors have got to go?
- What behaviors do you want to reinforce?
- Create a set of activities for students to practice the correct model.

Step 4: Character: The "Who are you when no one is watching?" Test

- Who do you want your students to be when they THINK no one is watching?
- Watch and listen. What kinds of talk do you hear between students when they think you aren't listening?
- What tone do students use with other students? Other staff members?
- How do your students behave with a substitute, in the lunchroom, in other classrooms or on the playground?

Step 5: Student Movement and Traffic Patterns

- How do you expect students to move around the room during various times of the day?
- What are the trouble spots and/or times?
- Look for patterns.
- Identify what works and what is not working.
- Decide on the changes you need to make. Be specific about when, what and how.
- Do you specifically teach each of your systems and expectations?

Step 6: Have a plan.

- Define your rules.
- Define childish mistakes vs. willful disobedience.
- Know what your plan is. Decide what behaviors need a do-over and what behaviors need a larger consequence.
- Decide on what consequences you will have.
- Be willing to ask for help or backup when you need it. Define what that looks like and when.