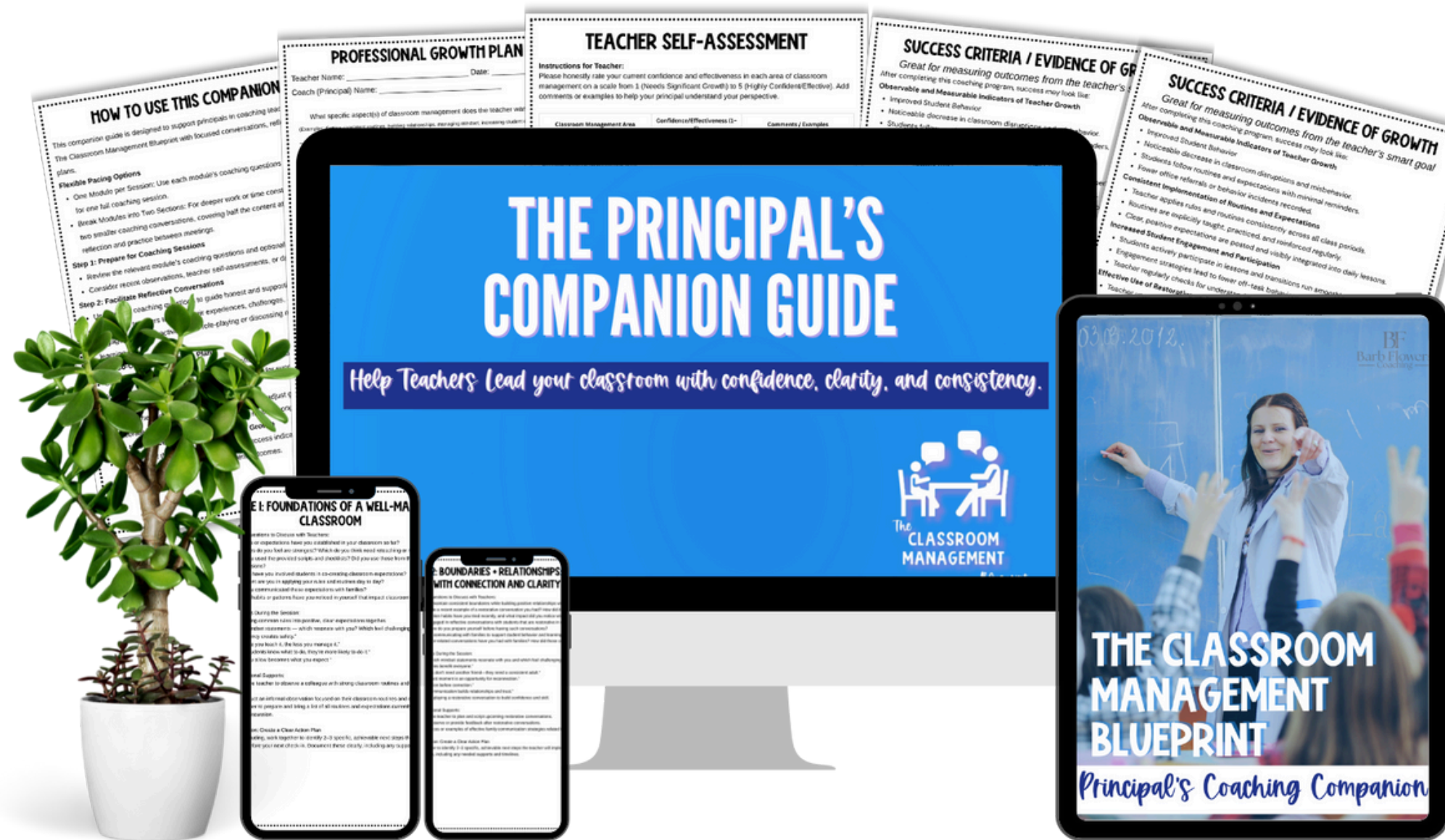


# THE PRINCIPAL'S COMPANION GUIDE TO THE CLASSROOM MANAGEMENT BLUEPRINT



SCROLL TO TAKE A LOOK INSIDE!

# WHAT IS INCLUDED?

- ✓ Step-by-step video lessons for all 5 modules
- ✓ Printable worksheets, reflection prompts, and checklists
- ✓ Classroom tools like scripts routines and expectations
- ✓ A process for co-creating classroom expectations
- ✓ Strategies that go beyond typical classroom management
- ✓ Help desk guides to troubleshoot challenges
- ✓ Lifetime access to all materials and future updates

# FORMAT



PDF WORKBOOK

# COACHING QUESTIONS FOR EACH MODULE

## MODULE 1: FOUNDATIONS OF A WELL-MANAGED CLASSROOM

### Key Coaching Questions to Discuss with Teachers:

- What routines or expectations have you established in your classroom so far?
- Which routines do you feel are strongest? Which do you think need reteaching or reinforcement?
- How have you used the provided scripts and checklists? Did you use those from the course or create your own versions?
- In what ways have you involved students in co-creating classroom expectations?
- How consistent are you in applying your rules and routines day to day?
- How have you communicated these expectations with families?
- What hidden habits or patterns have you noticed in yourself that impact classroom management?

### Optional Activities During the Session:

- Practice turning common rules into positive, clear expectations together.
- Reflect on mindset statements — which resonate with you? Which feel challenging to believe?
  - "Consistency creates safety."
  - "The more you teach it, the less you manage it."
  - "When students know what to do, they're more likely to do it."
  - "What you allow becomes what you expect."

### Suggested Additional Supports:

- Encourage the teacher to observe a colleague with strong classroom routines and expectations in action.
- Offer to conduct an informal observation focused on their classroom routines and expectations.
- Ask the teacher to prepare and bring a list of all routines and expectations currently in place for review and discussion.

### Ending the Session: Create a Clear Action Plan

- Before concluding, work together to identify 2–3 specific, achievable next steps the teacher will implement before your next check-in. Document these clearly, including any supports needed and timelines.

## MODULE 3: CONSISTENCY WITHOUT BURNOUT

### Key Coaching Questions to Discuss with Teachers:

- How have you created predictable discipline systems that are clear, fair, and easy for students to understand?
- What consequences do you typically use for misbehavior, and how do students usually respond?
- How do you currently track and follow up on behavior incidents in your classroom?
- Can you recall a time when you were not consistent with behavior expectations? What happened, and what did you learn from that experience?

### Optional Activities During the Session:

- Brainstorm a list of logical, fair consequences that fit your classroom context.
- If your school has a behavior matrix, discuss it together to clarify what behaviors are handled in the classroom versus those requiring office referral.
- Reflect on which mindset statements resonate with you and which are more challenging:
  - "When expectations are clear, discipline feels fair."
  - "Focus on progress over perfection."
  - "Stay grounded and lead with calm confidence."

### Suggested Additional Supports:

- Help the teacher create or refine a simple behavior tracking system (e.g., log, checklist).
- Offer examples or templates for behavior reflection sheets or follow-up plans.
- Encourage peer observations or modeling of consistent discipline practices.

### Ending the Session: Create a Clear Action Plan

- Together, identify 2–3 specific, manageable next steps the teacher will take before your next check-in, noting any support or resources needed and timelines.

## MODULE 5: THE CONFIDENT, CALM TEACHER

### Key Coaching Questions to Discuss with Teachers:

- How do you build and maintain your teacher presence throughout the day?
- What strategies do you use to regulate your emotions during challenging or stressful moments?
- What mindset shifts or affirmations have helped you develop greater confidence as a teacher?
- What are your greatest strengths as a teacher, and in which areas do you want to grow further?
- Reflecting on the five pillars of confidence, which do you consider your strongest? Which do you see as areas for growth?

### Optional Activities During the Session:

- Reflect on which mindset statements resonate with you most deeply and which are harder to embrace:
  - "I know what I stand for, and I lead from my strengths."
  - "What I do matters—every moment shapes a child's future."
  - "Clarity brings confidence—I lead with purpose, not pressure."
  - "The thoughts I choose fuel the teacher I become."
  - "I may not have all the answers, but I have what it takes to find them."
  - "I set the tone the moment I walk in the room."
  - "I am the thermostat, not the thermometer."
  - "The thoughts I think shape the teacher I become."

### Suggested Additional Supports:

- Encourage the teacher to practice daily affirmations or mindset mantras to reinforce confidence.
- Offer strategies for emotional regulation, such as pausing before responding or grounding techniques.
- Support the teacher in identifying and leveraging their strengths while setting goals for growth.

### Ending the Session: Create a Clear Action Plan

- Collaborate to identify 2–3 specific, actionable steps the teacher will take to build confidence and calm presence before the next check-in, including needed supports and timelines.

# PROFESSIONAL GROWHT PLAN TEMPLATES

**PROFESSIONAL GROWTH PLAN (PGP) CHECK-IN SCHEDULE**

Date	Topic Discussed	Notes	Next Steps/ Homework

**PROFESSIONAL GROWTH PLAN (PGP)**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Coach (Principal) Name: \_\_\_\_\_

What specific aspect(s) of classroom management does the teacher want or need to improve?  
(Examples: Setting consistent routines, building relationships, managing mindset, increasing student engagement, teacher presence)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Create a SMART goal below with the teacher based on what they identified that they need to improve.

Specific: What exactly will the teacher work on?	
Measurable: How will progress be measured?	
Achievable: Is this realistic given the teacher's current context?	
Relevant: How does this tie to student learning and school priorities?	
Time-bound: By when will this goal be achieved?	

What support will the principal or school provide?  
(Examples: coaching sessions, peer observations, access to Blueprint modules/resources, feedback cycles)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# TROUBLE SHOOTING TOOLS AND MORE

## SUCCESS CRITERIA / EVIDENCE OF GROWTH

*Great for measuring outcomes from the teacher's smart goal*

After completing this coaching program, success may look like:

### Observable and Measurable Indicators of Teacher Growth

- Improved Student Behavior
- Noticeable decrease in classroom disruptions and misbehavior.
- Students follow routines and expectations with minimal reminders.
- Fewer office referrals or behavior incidents recorded.

### Consistent Implementation of Routines and Expectations

- Teacher applies rules and routines consistently across all class periods.
- Routines are explicitly taught, practiced, and reinforced regularly.
- Clear, positive expectations are posted and visibly integrated into daily lessons.

### Increased Student Engagement and Participation

- Students actively participate in lessons and transitions run smoothly.
- Engagement strategies lead to fewer off-task behaviors.
- Teacher regularly checks for understanding and adjusts instruction accordingly.

### Effective Use of Restorative and Reflective Conversations

- Teacher uses restorative conversations to repair relationships and reduce repeated misbehavior.
- Reflective conversations with students lead to increased student ownership of behavior.

### Improved Teacher Presence and Confidence

- Teacher demonstrates calm, consistent presence in the classroom.
- Teacher uses emotional regulation strategies during challenging moments.
- Teacher reports increased confidence and sense of control over classroom management.

### Positive Family Communication

- Teacher proactively communicates with families about behavior and progress.
- Family interactions are collaborative and solution-focused.

### Additional Evidence

- Teacher self-reflections indicating growth in mindset and confidence.
- Positive feedback from colleagues, students, and families.
- Observation notes or coaching logs documenting implementation of strategies and progress.

## TROUBLE SHOOTING RESISTANT TEACHERS

Some teachers will be excited and thankful for the support you offer, while others might feel defensive or hesitant. As a principal, it's important to understand that real change takes two things: the teacher's awareness of what's going on and their willingness to honestly think about their own practice. Without these, progress can be slow or even stall.

A good place to start is by asking the teacher to complete the self-assessment tool included in this guide. This helps them see their own views and reflect on what's happening in their classroom. If a teacher tends to blame students or outside factors, gently guide the conversation toward what they can actually control—and what they can't. The attached activity is designed to help with this.

Encourage teachers to look closely at their classrooms by separating regular patterns from one-time incidents. This helps them focus on habits or routines that may need changing, rather than just reacting to isolated events.

Throughout your conversations, your goal is to create a safe, judgment-free space where teachers feel supported—not criticized. When trust is there, teachers are more likely to open up about their challenges and be willing to try new ideas.

Remember, your leadership in showing empathy, patience, and setting clear expectations helps set the right tone for working together. This process can take time, but with ongoing support, teachers can build better self-awareness and start making changes that lead to smoother classrooms and better student outcomes.

## HOW TO USE THIS COMPANION GUIDE

This companion guide is designed to support principals in coaching teachers effectively through The Classroom Management Blueprint with focused conversations, reflection, and clear action plans.

### Flexible Pacing Options

- One Module per Session: Use each module's coaching questions and activities as the focus for one full coaching session.
- Break Modules into Two Sections: For deeper work or time constraints, split each module into two smaller coaching conversations, covering half the content at a time. This allows more reflection and practice between meetings.

### Step 1: Prepare for Coaching Sessions

- Review the relevant module's coaching questions and optional activities before your meeting.
- Consider recent observations, teacher self-assessments, or data to guide your focus.

### Step 2: Facilitate Reflective Conversations

- Use the key coaching questions to guide honest and supportive dialogue.
- Encourage teachers to share their experiences, challenges, and mindset shifts.
- Engage in optional activities like role-playing or discussing mindset mantras to deepen learning.

### Step 3: Co-Create Clear Action Plans

- Conclude each session by setting 2–3 specific, manageable action steps.
- Identify resources, support, and timelines needed for success.

### Step 4: Monitor Progress and Celebrate Wins

- Use the check-in schedule to track progress and adjust goals as needed.
- Celebrate improvements and milestones to motivate ongoing growth.

### Step 5: Use Success Criteria to Recognize Growth

- At the end of the coaching cycle, review success indicators to acknowledge meaningful changes in teacher practice and student outcomes.

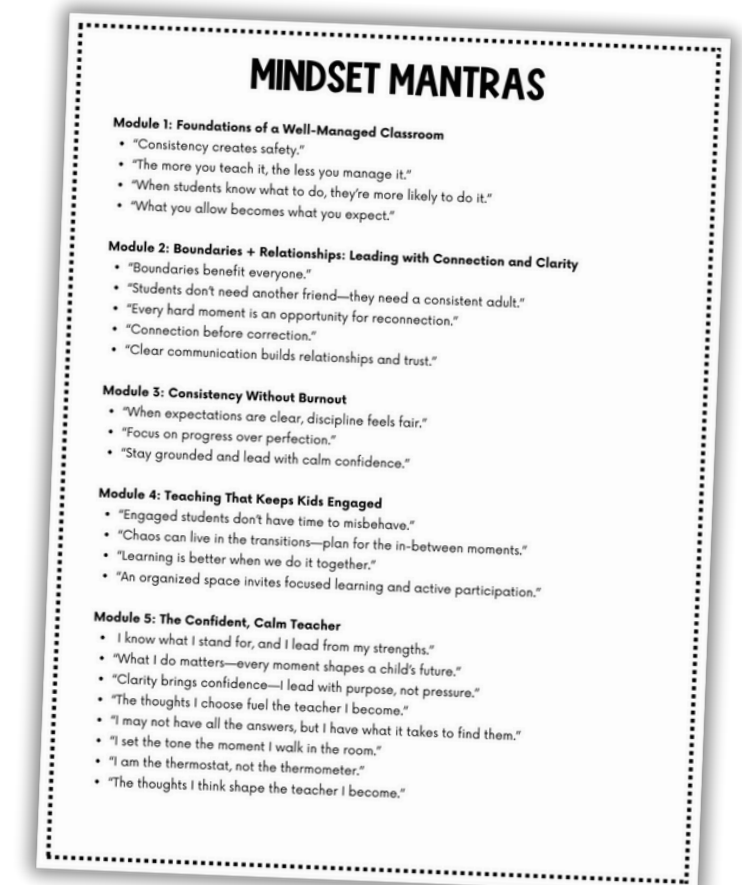
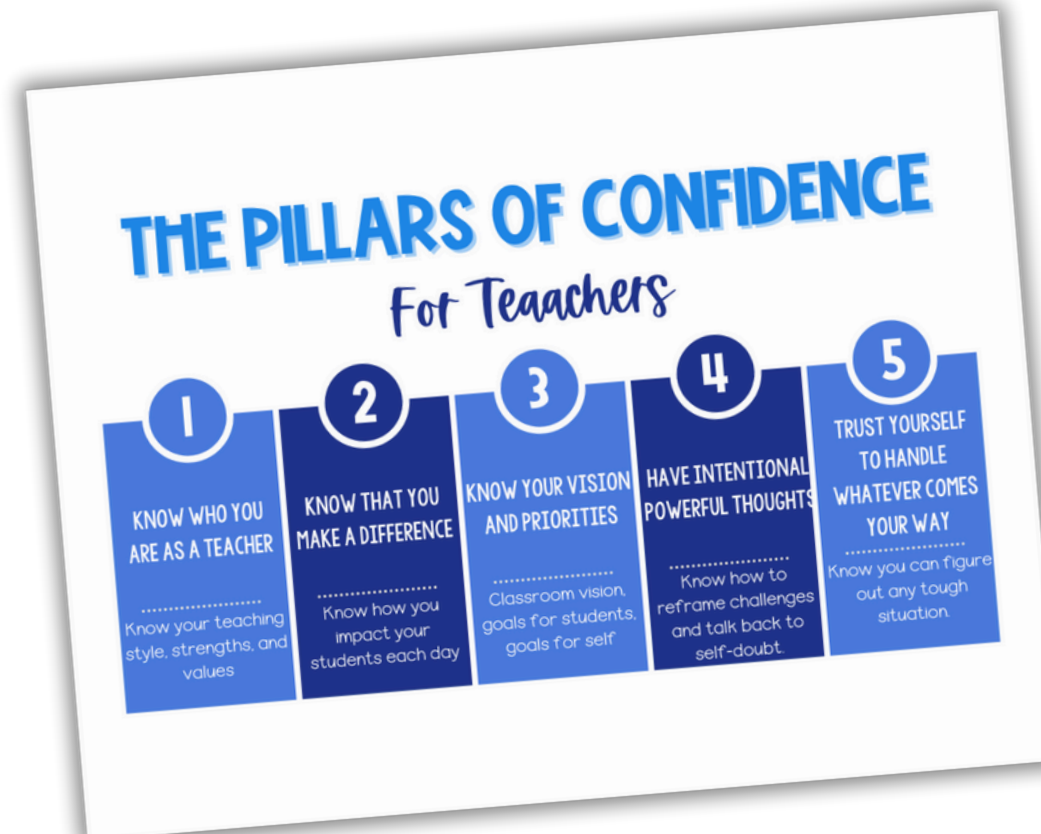
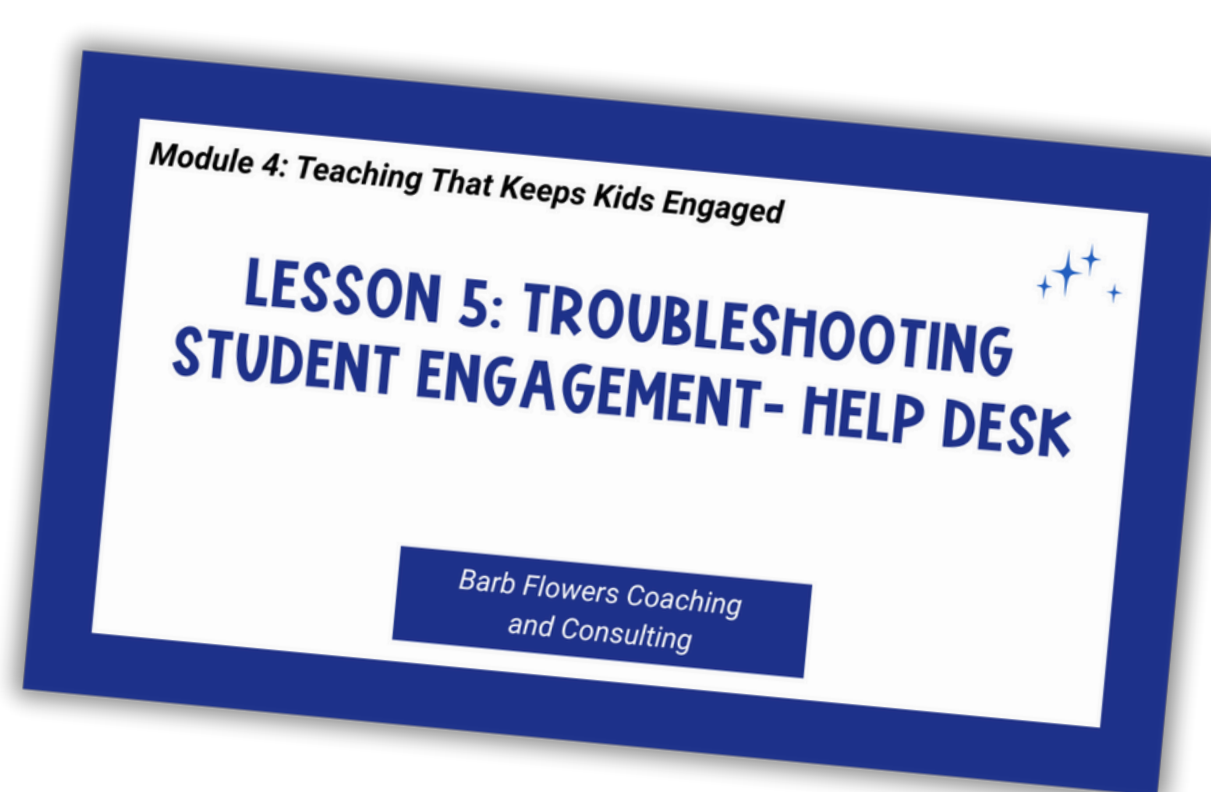
# HOW IS THE CLASSROOM MANAGEMENT BLUEPRINT DIFFERENT FROM OTHER PROFESSIONAL DEVELOPMENT

★ MINDSET WORK

★ TROUBLE SHOOTING LESSONS FOR EACH MODULE

★ DIVE INTO CONFIDENCE AS A TEACHER

★ ACCESS TO EMAIL QUESTIONS AND GET SUPPORT



# ABOUT ME



My name is Barb, and I am a former teacher, an elementary principal, and a certified life coach. I help teachers navigate the challenges of teaching, such as managing student behaviors, setting boundaries, finding more personal time, and dealing with a toxic work environment. Check out some other resources!

