

THE CLASSROOM MANAGEMENT BLUEPRINT COURSE



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



COURSE WITH PDF WORKBOOK

MODULE I: FOUNDATIONS OF A WELL-MANAGED CLASSROOM

CLASSROOM ROUTINES

- Arrival Routine**
- How students enter the classroom calmly
 - Where to put belongings (backpacks, coats, lunchboxes)
 - Morning work or bellringer activity
 - Attendance procedures (e.g., lunch count, morning questions)
- Morning Meeting or Opening Circle**
- How to gather quickly and quietly
 - Participation expectations
 - Sharing or agenda overview process
- Bathroom/Water Break Procedures**
- How to ask for permission
 - Sign-out/sign-in system
 - Expectations for timely return
- Classroom Movement**
- Moving between activities or areas (line up, transition)
 - Walking quietly and orderly
 - Moving materials and belongings carefully
- Entering and Exiting the Classroom**
- How to enter and exit during the day (e.g., recess, specials)
 - Procedures for dismissal at end of day or transitions
- Classroom Materials and Supplies**
- How to access shared supplies
 - Organizing personal materials and desks
 - Cleaning up materials after use
- Using Technology**
- How to log in/out of devices
 - Expectations for device use
 - Handling tech problems or charging
- Classroom Jobs and Responsibilities**
- What jobs are available
 - How to complete job duties
 - Rotating jobs if applicable
- Classroom Rules and Behavior Expectations**
- Review of expectations (e.g., raise hand to speak)
 - Procedures for group work and partner talk
 - Handling disruptions respectfully
- Instructions and Routines for Learning Activities**
- How to listen and follow directions
 - Asking for help
 - Independent work routines
 - Group work procedures

MODULE I: LESSON #2 ACTIVITY CO-CREATING STUDENT EXPECTATIONS

Steps to Co-Create Expectations

- 1.**Set the Tone:** Create a welcoming, respectful atmosphere for the discussion. Let students know this is their opportunity to shape the classroom culture and have a voice in how the class operates.
- 2.**Start with Open-Ended Questions:** Begin the conversation with prompts that get students thinking.
 - a. Example: "What makes a classroom a great place to learn?"
- 3.**Independent Reflection:** Ask students to write down what they believe are the three most important expectations for the class.
- 4.**Share and Record Ideas:** Invite students to share their ideas aloud. Record all responses on the board or chart paper so everyone can see them.
- 5.**Build Consensus:** Group similar ideas together. For example, if many students mention "respect," guide them to define what respect looks and sounds like in action.
- 6.**Document and Organize:** Keep expectations visible throughout the discussion. This helps reinforce the collaborative process and builds ownership.
- 7.**Vote on Final Expectations:** As a class, narrow down the list to 3–5 expectations that everyone can agree to follow.
- 8.**Ensure Buy-In:** Ask reflection questions like:
 - a. "Does everyone agree with these?"
 - b. "Why are these important?"
 - c. Make sure students understand the purpose and meaning behind each expectation.

MODULE I: LESSON #1 ACTIVITY

Practice: Turning Rules into Positive Expectations

Instead of stating rules as 'don'ts,' reframe them into clear, positive expectations. This helps students know what to do, not just what to avoid. Look at the examples. Then write your own rules and rewrite them as a positive expectation.

EXAMPLES

Negative Rule	Positive Expectation
No running	Use walking feet.
No hitting	Keep your hands to yourself.
Don't talk while the teacher's talking	Listen when others are speaking.
No shouting	Use an inside voice.

YOUR TURN...

Negative Rule	Positive Expectation

CHECK LIST OF ROUTINES AND SCRIPTS

DIRECTIONS FOR CO-CREATING
EXPECTATIONS

REFLECTION ACTIVITIES FOR EACH LESSON

MODULE 2: BOUNDARIES + RELATIONSHIPS: LEADING WITH CONNECTION AND CLARITY

10 TIPS FOR COMMUNICATION WITH PARENTS

1. **Start with a positive tone.** Whether it's a concern or an update, beginning with something you appreciate about the student sets the stage for a productive conversation.
2. **Be clear and specific.** Avoid vague language. Share concrete examples, observations, or data to help parents understand the situation or progress.
3. **Listen actively.** Give parents time to share their perspective without interrupting. Validate their thoughts before responding.
4. **Use respectful, non-judgmental language.** Keep the focus on solutions, not blame. Neutral, supportive phrasing fosters trust.
5. **Tailor your message to the audience.** Consider the parent's communication preferences and cultural background. Some prefer face-to-face meetings, others respond better to email or phone calls.
6. **Be proactive, not just reactive.** Don't only reach out when there's a problem. Regular check-ins or celebrations go a long way in building rapport.
7. **Keep emotions in check.** Stay calm and professional, even if a parent becomes upset. Your composure helps keep the conversation on track.
8. **Collaborate on solutions.** Invite parents into the process. Ask for their input and work together on next steps to support the student.
9. **Follow up and follow through.** If you agree to a plan or promise to check in again, make sure you do. This shows reliability and care.
10. **End with appreciation.** Thank parents for their time and partnership. A small acknowledgment can go a long way in strengthening the relationship.

2 PAGES OF TIPS FOR COMMUNICATING WITH PARENTS

MODULE 2: LESSON #3 ACTIVITY

Connecting with Students

Examples of Connection Habits with Students

- Greeting students warmly at the door
- Checking in emotionally with individual students
- Using positive, specific praise
- Active listening and empathy
- Asking students about their families, weekends, hobbies, etc.
- Sharing appropriate personal stories
- Celebrating student milestones and achievements
- Using students' names often and correctly
- Incorporating student interests into lessons or examples
- Spending a few minutes talking informally during transitions or downtime

Pick one new connection habit to try daily for one week (ex: greet every student by name). Write the habit below.

How did students respond to the new connection habit?

STRATEGIES FOR CONNECTING WITH STUDENTS

MODULE 2: LESSON #1 ACTIVITY

Reflect on Your Boundaries with Students

List your current boundaries with students. Think about personal boundaries and classroom boundaries.

Identify situations where stronger consistency could improve your classroom.

Decide how you will set clearer adult roles moving forward.

REFLECTION ACTIVITIES FOR EACH LESSON

MODULE 3: CONSISTENCY WITHOUT BURNOUT

BEHAVIOR REFLECTION

1.What did you do that didn't follow our school expectations?

2. What could you have done differently?

3. How were you feeling before or during the behavior? Circle all that apply.

Happy Sad Angry Embarrassed Frustrated

Other:_____

4. Who did you hurt with your actions (feelings, learning, or safety)?

5. Did you make it right with that person? If yes, how? If no, how could you?

MODULE 3: LESSON #1 ACTIVITY

Creating Predictable Discipline Systems- EXAMPLE

Classroom Management Plan Example

- Create a plan for defining and teaching classroom expectations:
- I will co-create classroom expectations with my students during the first week of school using open-ended discussions.
- We will define 3–5 clear, positively stated expectations (e.g., “Use kind words,” “Stay in your seat unless given permission to move”).
- I will model each expectation, provide non-examples, and practice them as a class through role-play.
- Visuals of our classroom expectations will be posted, and we will review them weekly or after breaks.
- I will consistently reinforce expectations with positive praise and reteaching when needed.

What consequences will you implement?

- 1st time: Friendly reminder and redirect.
- 2nd time: Verbal warning with restatement of the expected behavior.
- 3rd time: Logical consequence (e.g., move seats, loss of privilege, or time to reflect).
- 4th time: Private conversation or reflection form + parent contact if needed.
- I will avoid public reprimands and instead focus on private, calm conversations when possible.
- Consequences will match the behavior (e.g., if a student is misusing materials, they may lose access for a short time).

What steps will you take to follow up on behavior?

- I will keep track of repeated behaviors using a simple behavior log.
- Students will complete a short reflection form after repeated misbehavior to think about what happened and how they'll respond next time.
- I will contact parents after continued issues, always framing it as a partnership to support the student.
- For chronic behaviors, I will create a simple behavior plan with goals, check-ins, and incentives tailored to the student.
- I'll also follow up with the student to acknowledge improvements and provide positive reinforcement.

MODULE 3: LESSON #2 ACTIVITY

Celebrating Wins with the 3-3-3 Method

Each afternoon before leaving school, take a moment to reflect on your day by recording:

- Three wins – even small or easily overlooked victories that made a difference
- Three priorities – key tasks or goals to focus on tomorrow
- Three things you're grateful for – moments, people, or aspects of your classroom that brought you joy or connection

These micro-wins and reflections help shift your mindset and end the day on a purposeful note.

Finally, write an affirmation that reconnects you to your "why"—your purpose in education—and grounds you for tomorrow's challenges.

3 Wins from Today	3 Wins for Tomorrow
3 Gratitudes for the Day	Affirmation

BEHAVIOR REFLECTION FOR STUDENTS

EXAMPLE CLASSROOM MANAGEMENT

PLAN INCLUDED

REFLECTION ACTIVITIES FOR EACH LESSON

MODULE 4: TEACHING THAT KEEPS KIDS ENGAGED

MODULE 4: LESSON #3 ACTIVITY

Building a Culture for Learning

Strategies to Create a Culture of Learning

- Create clear norms and expectations
- Have a shared purpose
- Give students agency
- Cultivating Learning Mindsets Through Teacher Modeling

Reflect on the strategies for creating a learning culture. Which areas do you already do well?

Which areas do you need to improve?

MODULE 4: LESSON #1 ACTIVITY

Engagement Strategies That Build Participation

5 Strategies to Promote Active Engagement Effectively

- Use Varied Participation Structures
- Ask Higher-Order Questions
- Use Hands-On Materials and Real-World Connections
- Check for Understanding Frequently
- Provide Clear, Purposeful Directions

Choose one engagement strategy to add to your next lesson.

How did students respond to the engagement strategy?

MODULE 4: LESSON #4 ACTIVITY

Organizing the Classroom for Engagement

5 Strategies for Classroom Organization to Promote Engagement

- Create Clear Zones
- Arrange seats to promote interaction
- Organize materials for easy access
- Minimize Distractions
- Use Visual Cues and Signals

What areas do you need to organize in your classroom? What areas do you need to declutter?

Which areas do you need to improve?

STRATEGIES FOR CREATING A CULTURE OF LEARNING

STRATEGIES TO ENGAGE STUDENTS TO REDUCE BEHAVIORS

STRATEGIES TO OPTIMIZE YOUR CLASSROOM ORGANIZATION

MODULE 5: THE CONFIDENT, CALM TEACHER

MODULE 4: LESSON #3 ACTIVITY

Leading with Emotional Regulation

Strategies to Keep Yourself Regulated in Emotional Situations

- Pause Before You React
- Know Your Triggers, Build Your Tools
- Don't Join the Chaos—Ground It
- Reset Yourself in the Moment

What's one strategy you'll practice this week to keep yourself regulated?

What's one trigger you'll prepare for in advance?

How will the strategy help you when your trigger gets activated?

STRATEGIES TO KEEP YOURSELF CALM AND
REGULATED IN TOUGH SITUATIONS

MODULE 4: LESSON #2 ACTIVITY

The Power of Presence

6 Tips to Build an Engaging Teacher Presence

- Lead with calm confidence
- Bring intentional energy
- Use a clear, commanding voice
- Own your space
- Stay emotionally grounded
- Dress with purpose

Where do you do well with having a teacher presence?

In what ways do you need to improve your teacher presence?

STRATEGIES TO BUILD YOUR PRESENCE AS
A TEACHER

MODULE 4: LESSON #4 ACTIVITY

Mindset Maintenance

Common Thought Traps

- All-or-Nothing Thinking
- Personalizing Student Behavior
- Catastrophizing
- Mind reading
- Discounting the positive

What thought traps do you find yourself thinking?

What is the actual thought(s) you find yourself thinking?

What reframes can you have for the thought(s)?

INCLUDES COMMON THOUGHT TRAPS
THAT TEACHERS ENCOUNTER

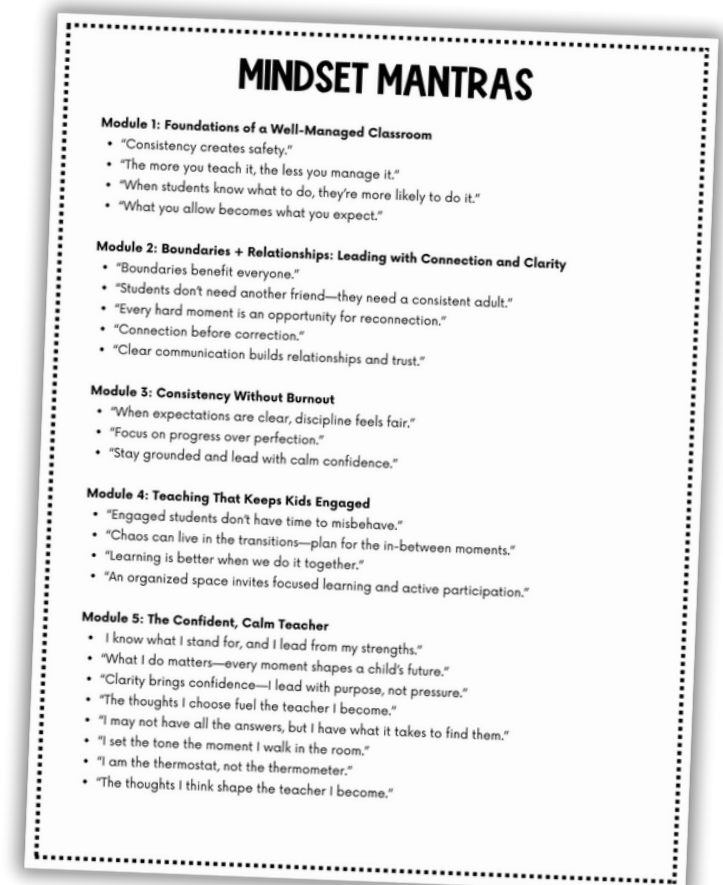
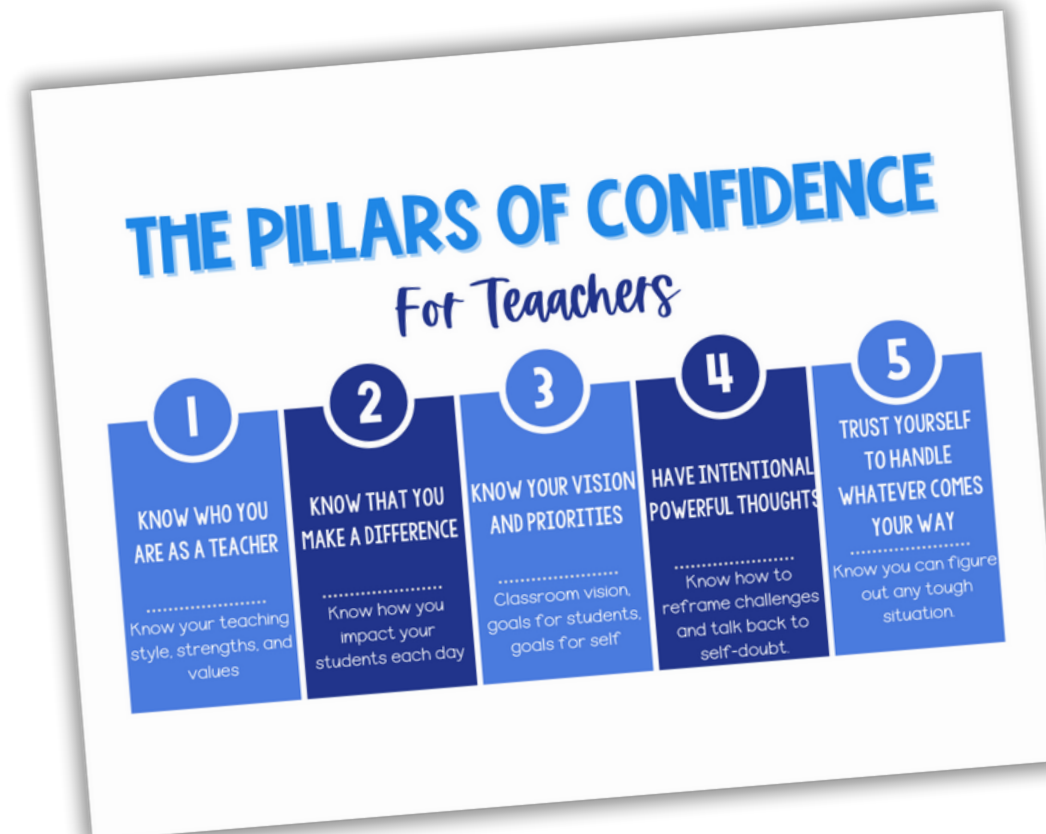
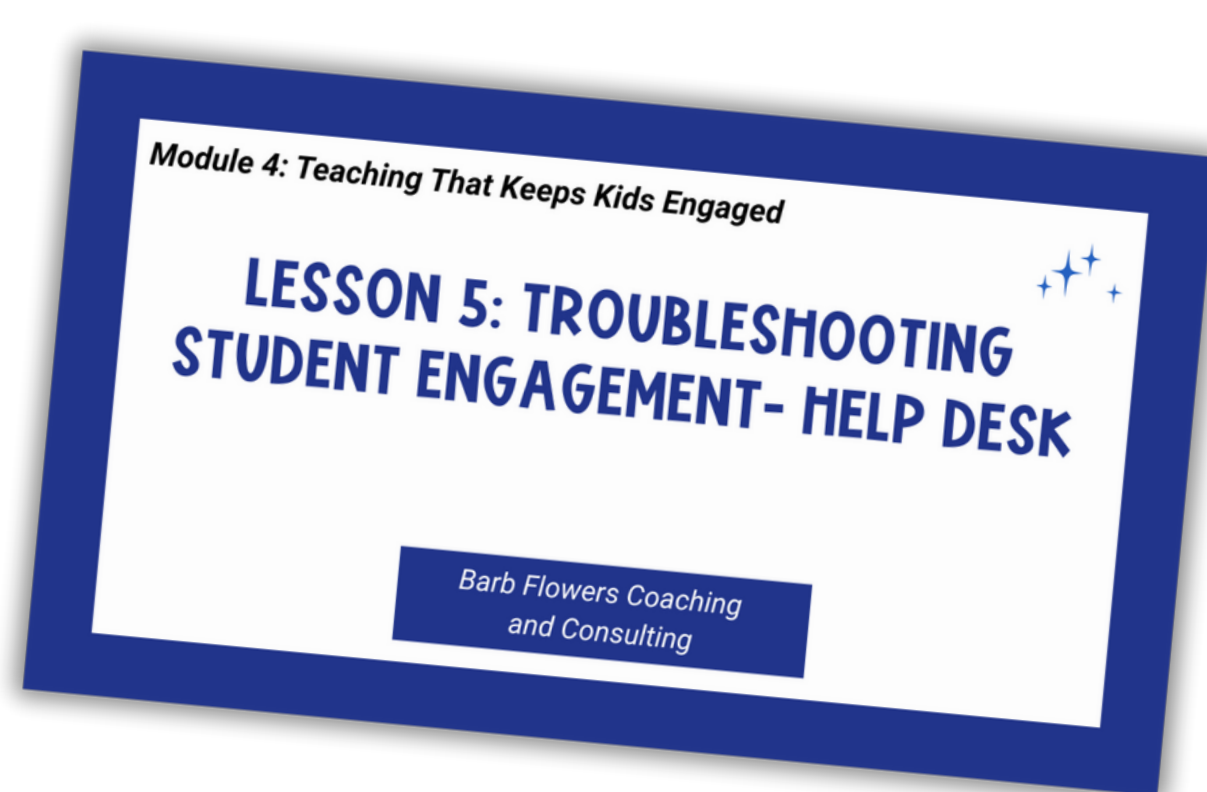
HOW IS THIS RESOURCE DIFFERENT

★ MINDSET WORK

★ DIVE INTO CONFIDENCE AS A TEACHER

★ TROUBLE SHOOTING LESSONS FOR EACH MODULE

★ 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!

