



PROGRAM:

Classroom Management  
Elementary Classroom Management Strategies

Establishing Expectations from the First Day of School

Transcript

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CAITLIN MARTIN

Good morning levels 3, 4, 5, and 6. So what we're going to do each morning is I'm going to say—ready—good morning. And you guys are going to say...ready?

STUDENTS

Good morning.

CAITLIN MARTIN

All right, let's try it again. Good morning.

STUDENTS

Good morning.

CAITLIN MARTIN

All right, let's try it one more time, let's be really loud so that everyone can hear us. Good morning!

STUDENTS

Good morning!

CAITLIN MARTIN

Perfect.

NARRATOR

An effective classroom management plan includes high expectations for students. When students learn clear and simple expectations at the beginning of the school year, they can feel confident that their actions are setting them on the path for success.

CAITLIN MARTIN

So, for the first three days, we are working on our class expectations.

CAITLIN MARTIN

I would like to give everyone a compliment. Everyone give yourself a pat on the back.

Caitlin Martin

Detroit, Michigan

CAITLIN MARTIN

So, I'm co-teaching with Ms. Tanner and we're both kind of just trying to set consistent expectations from the beginning. I think we kind of fell a little short of that last year. It was kind of chaos. We weren't prepared for the first day. We didn't really plan through it.

CAITLIN MARTIN

We came up with some rules, but we weren't like thinking about every move we would have to make, which we did more this year.

CAITLIN MARTIN

So we are going to review the rest of the rules, which you guys probably already know from Ms. Tanner's class. We're going to do two each day. So there's six—two, two, two. Okay?

CAITLIN MARTIN

So the first two rules that we're going to have today are, number one, I will listen and follow directions quickly. What does that mean? Kenya, thanks for raising your hand.

KENYA

We're going to do it fast.

CAITLIN MARTIN

We're going to do it really fast. So if I say, "Jessica, can you hold the door?" She's going to be like, "Yeah." We're not going to run. We're going to stay safe, but we want to do things really fast.

CAITLIN MARTIN

Second rule. We'll have some examples with this one, is I will raise my hand to

share ideas. So if we have a question or comment what do we need to do? Adriana.

ADRIANA

Raise...

CAITLIN MARTIN

She's showing us already. She knows just what to do. If we have a question or comment, we're going to raise our hand.

NARRATOR

Once expectations are established, teachers can spend less time managing behavior and focus more on content.

SHEILA OWEN

And you're going to use a complete sentence to restate the problem in that circle.

Sheila Owen  
Beaumont, California

SHEILA OWEN

Now that school has been underway for most of the year, the students know what is expected, and it takes just a few prompts and reminders.

SHEILA OWEN

Let's start with our five rules that we know. Are you ready? Are you going to do it with me?

STUDENTS

Yes.

SHEILA OWEN

All right, here we go. Rule number one.

SHEILA OWEN AND STUDENTS

Follow directions quickly.

SHEILA OWEN

Rule number two.

SHEILA OWEN AND STUDENTS

Raise your hand for permission to speak.

SHEILA OWEN

Rule number three.

SHEILA OWEN AND STUDENTS

Raise your hand for permission to leave your seat.

SHEILA OWEN

Rule number four, my favorite.

SHEILA OWEN AND STUDENTS

Make smart choices.

SHEILA OWEN

And rule number five.

SHEILA OWEN AND STUDENTS

Keep your dear teacher happy!