

Jessica Harris

Mount Dora, FL • (813) 727-7741 • jessharris190@gmail.com

CLASSROOM MANAGEMENT PLAN — AT A GLANCE

Condensed from my full classroom management plan (EDG4410, Florida State University). Full plan available on request.

My approach

Proactive, not reactive. I set the room up so preventable problems do not happen: expectations taught explicitly from day one, routines practiced until they are automatic, and a classroom that students understand belongs to everyone.

Room environment

- Desks in table groups with clear pathways, so partner and group work is built into the layout.
- Front carpet area for whole-group lessons, read-alouds, and class meetings.
- Small-group table off to the side, so I can pull groups without stopping the rest of the room.
- Classroom library in the quietest corner; student materials in labeled spots they can reach without asking.

Routines and procedures

- Taught explicitly in the first weeks and practiced until automatic: arrival and morning work, transitions, lining up, materials, turning in work, what to do when finished, and how to ask for help.

Expectations

- Few, stated positively, and posted. Taught with modeling and practice, revisited after breaks, and reinforced the same way every day.

Positive behavior supports

- Specific praise, calm and private redirection, consistent follow-through, and reinforcement that rewards effort and routines rather than only outcomes.

When behavior happens

- Look for the cause first: unclear expectation, weak transition, or disengagement. Respond calmly and fairly, keep instruction moving, and follow up privately.

Families as partners

- Positive contact early, so the first call home is never a problem call. Regular updates through newsletters and quick notes, and families treated as the experts on their children.