

Classroom Management	Classroom Set-Up	Relationships for Learning
<ul style="list-style-type: none"> • What programs, tools, and manipulatives do I need to review? • How will I plan my lessons? • Where will I record my lesson plans? • What ongoing assessment strategies will I use? • What is my plan for evaluation? • How will I efficiently collect sufficient evidence of learning? • How will I record evidence of learning? • Are my plans aligned with school and ministry policies? • What alternate activities do I have planned in case technology fails? • What will my first assignment/homework be? • How will I to address incomplete homework the first time? On a regular basis? • How will I enable students who are absent to access lesson materials? • How will I implement our class protocols for inappropriate behaviour? • How will I track late arrivals, homework, absences, parent contact, and student information? 	<ul style="list-style-type: none"> • How will I arrange the seating chart for the first day? • In providing for flexible groupings, how have I considered my easy access to each student? • How will I accommodate the special needs of students? • How will I set up a physical space for education assistants? • How will my students transition efficiently between working group arrangements? • How can I arrange for traffic patterns that are conducive to an efficient and non-disruptive learning environment? • Do I have all supplies and technology at hand and in working order? • What procedures do I have for distributing and collecting supplies and technology? • What areas of the classroom have I defined for displaying visual references to support learning? • How often will I change these visual references? 	<ul style="list-style-type: none"> • How will I learn student names? • Have I reviewed students' OSRs and IEPs and developed strategies to accommodate needs? • How will I incorporate student interest into my lessons? • How will protocols for classroom behaviour be developed? • What is my plan for reacting to negative behaviour and situations? • What am I communicating to parents* on the first day? • How will I communicate with parents? • Have I arranged for someone to proofread any communication that I have with parents and students? • How can I use a class website for ongoing student support? • What must I check before leaving (e.g., messages, next day lesson materials, class absenteeism)? <p>* <i>Parents</i> is used to refer to parents, caregivers, and guardians.</p>