

Classroom Management Plan

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In my classroom, I want to promote respect and honesty in my classroom and expect students to fulfill the responsibilities they have in the classroom. Students should treat their teachers and peers with respect and fairness. As a teacher, I will strive to treat students as individuals and to be very considerate of their needs. The classroom environment should be welcoming and inviting, where students are allowed to be creative and grow in their knowledge and be able to explore and discover their talents. I want to encourage students to achieve their best potential in order to flourish and mature in the classroom. My classroom management will include policies that students will use as a guide to classroom behavior. I will also use procedures which include a series of steps that tell students specifically what to do in the classroom. I will also use collaborative methods of discipline which involve students and gives them a chance to explain the struggles they have been experiencing and helps the students find a solution to the problem.

Classroom Policies

To teach students what their expectations are in the classroom, I would be open and honest about it on the first day of school. These expectations are important to ensure the safety of students and respect for all persons and objects. They also ensure that the classroom stays organized and that the instruments and music are treated well. Students need to know these expectations to know how to operate in the classroom and what they are required to do. It lets them know what is appropriate behavior in the classroom and how to treat certain items. These policies will be posted somewhere in the room for the students to see and for the teacher to refer to when needed.

Students' expectations will be clear and announced at the beginning of the school year. Students will be kind in the classroom and follow school rules about safety and respect of others.

Students will be expected to take care of their personal instrument as well as any instruments they may use. They will be expected to keep their area clean and return anything they borrow back to its proper place. Band and choir students will be expected to keep track of their band music in their band folders. This policy will be stated on the first day of class and will be enforced by reminding the students at the end of class for the first week or so. They can also request any pieces of music they do not have from the teacher by filling out a form that states the student's name and music they are missing, the forms will be available to them somewhere in the room. Students will be respectful to the other instruments and not abuse or mishandle them. The students will be tasked with taking care of their own instrument and music and treating them with care and respect.

Students will be taught how to enter the classroom and to use their time wisely and to use the resources available to them to help them with their work. They will know the signal from the teacher, such as a sound or gesture, which means that they need to focus on the teacher when they need the student's attention. They will be instructed on how to use class time and what activities are acceptable to do during class time.

Classroom Procedures

Procedures help students to know exactly what they are to be doing at certain times in the classroom. They include steps for students to follow that guide them so that they always know what to do and are less confused or frustrated in the classroom. Many procedures will be posted in the classroom so that the students can review them and be reminded of their jobs (Wong & Wong, 2018). It is also useful for the teacher so that they do not need to tell the students what to do all the time if they don't remember, they can just reference a chart. These procedures should

be explained on the first day of class so that students know from the beginning how to operate in your classroom.

In my music classroom, I will have a clean and organized classroom best suited for teaching. The room will be inviting with colorful and educational posters to lighten up the room, along with plants to decorate and bring life and energy into the room and makes it more inviting. (Wong & Wong, 2018) Every storage space will be labeled with its contents and the students' instrument. The music cubbies will have their names on them to give each instrument a designated place and avoid mix-ups or lost instruments.

The classroom will be set up in a way that effectively uses the space and uses it to its best potential. The chairs will likely set up and stay in their place the whole week unless certain activities require us to move them. The chairs will also be moved and stacked against the wall to allow the room to be cleaned. The music stands will remain by the wall or another predetermined place until needed for band class and then returned when class is finished. The percussion instruments will each have a set place and can be taken out when needed and returned when finished. The choir folders and music will be put on shelves for each student to store their folder until choir class and returned after. For more information on the set-up of the classroom see Appendix A. Procedures are important for students to know exactly what is expected of them when they come into your classroom.

Another procedure I will implement in my classroom is having open lines of communication with parents by sending letters home to them or sending out an email to invite them to participate in their child's education. Parent participation, in general, is very important to students as it shows them that their parents do care about what they do in school not just what

grades they get. Some methods of parent involvement are included in Appendix B. By supporting all the hard work their student has put into the event, they show their child that their efforts are valued and that hard work really does pay off.

Procedures are important in the classroom and are best maintained if they are taught at the beginning of school, having them listed on the first day of class gives students an idea of what class will be like and how to follow your rules. Other procedures and things to be aware of on the first day of school are shown in Appendix C.

Discipline

No matter where you are or which age group you are working with, you will experience misbehaving students who will try to challenge you and your policies. Rules are set in place to keep children safe in the school setting. There are two kinds of rules, general and specific. General rules include being respectful and polite to others while specific rules are more detailed and are created by the teacher for what is necessary for their classroom, such as being in class when the bell rings or not using offensive language. When a student starts threatening others and disregarding the rules, other students are not safe, and therefore, that student must be disciplined because they did not follow the rules made to keep others safe (Wong & Wong, 2018).

In a more traditional approach, some teachers may use old methods to discipline the students that involve excluding them from the classroom or taking away certain student privileges. These traditional methods often do not get to the root of the problem and they do not work on an effective resolution, instead, they focus on a quick fix or negative consequence to intimidate the student into cooperating. Many teachers fall into using traditional methods of

discipline because they are easy and make the students someone else's problem. Other methods such as shaming them or yelling at them does nothing but waste class time and make the student miserable. This can lead to them disliking you, which results in them never respecting you because they don't get respect in return.

Often times the student simply does not know how to act appropriately and therefore misbehaves to get attention because that is the only way they know how to and it somewhat works. By explaining what is expected of students and clarifying why it is important and its use, students are more likely to comply with the specified rules and procedures. When we explain to misbehaving students how to change their behavior and get the result they are looking for in the right way, we are guiding our students on how to behave correctly in the classroom and this will result in a calmer classroom and better school environment.

When disciplining students, I want to implement collaboration with students to figure out what is going on with the student and how to fix the problem with options that the teacher and the student come up with. This involves the student in how they are to be disciplined and point out where the misbehavior comes from and the best course of action to solve the problem to ensure it does not arise again (Hannigan, 2016). Working with the students to find out what the root of the problem is can be time-consuming because students are not always open and honest about what is bothering them. However, if you ask the right questions and allow students to feel safe and valued, they often open up with what is troubling them and from there you can figure out a solution that benefits both parties. This process takes time but is time well spent and can prevent the misbehavior from occurring again, saving time in the long run.

Conclusion

Overall, I want my classroom to be safe and welcoming to students. A place where they can be creative and inspired and be able to make mistakes or ask questions. No child is perfect and neither is any teacher, but there are small acts we can make to help the child and keep in mind each one's uniqueness and personality. Being an effective teacher is possible but it takes time and hard work, it also takes failure reevaluation, and adjustment. Teaching is more than just offering knowledge, it's inspiring students to want to learn and encouraging them to become the best version of themselves.

References

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Appendix A

Organization of the Classroom:

The room will be clean and organized and not overcrowded.

The room will be inviting to students and will promote learning and education

Instruments:

- Each student will have a cubby to put their instrument and music in
- Each cubby will be labeled with the student's name and instrument
- Smaller instruments can be brought to their chairs and put together while seated and cases can be stored under their chairs
- Larger instruments will be put together near cubby cases will be returned to their cubbies
- Small Percussion instruments will have their own cubby and will be used only when need and returned back to their place
- Larger Percussion instruments will be placed along the wall and moved when they are needed and put back when the class is over
- Stands will be along the wall and when students set up they will come and bring them to their seats and return them when the class is over

Choir folders:

- Folders will be numbers and returned to the shelf in the cabinet that corresponds to that number

Floor:

- Floors will be clean and neat
- Chairs can stay on the floor for most of the week but put off to the side at end of the week for cleaning of floors
- Stands will be on the rack by the wall and will be moved to spots during band and moved back when band class is finished

Seating:

- Elementary students would have floor/rug seating is available
- High school students would be in groups according to their instruments and be seated according to the instrument chart

Teacher Desk Area:

- The desk will be kept clean and organized where the teacher can find things easily

Walls:

- Can be decorated with previous achievements and banners or educational posters
- Filing cabinets will be used to house music and will be organized by type (band choir) and level (Elementary, JH, HS) and filled alphabetically

Teach

- Explain procedures and have them up on board on the first day
- Read procedures to class and explain reasons why

Rehearse

- Have students act out the wrong way of procedures for fun
- Practice coming into the room and displaying correct classroom procedures

Reinforce

- Remind students how to follow procedures throughout the year
- Have a list of procedures in the classroom to refer to
Each student experience what it is like putting away a different student's instrument

Appendix B

Parent Involvement

Facebook

- Have a Facebook page displaying what the students have been learning and what goes on in the classroom. Post videos or posts about activities to let the parents see and remind them of upcoming events.

Music Concerts

- Invite families to see the finished products of the pieces the students have been working on. Have a get-together afterward with food for parents and students to enjoy and to have an opportunity to converse with many families.

Have an Instrument Night

- Invite parents to see what each instrument does and how they work. Have each student present their instruments to the parents and have some new abstract instruments as well, maybe some they have never seen before.

Appendix C

First-day information and procedures

Students should know:

- They are in the right room, where they should sit, who is this teacher, if they will be treated fairly- not always shared view of fair, what they will be doing, and how they'll be graded
- What are the policies (guidelines)?
 - Quiet and working when the bell rings
 - All books and materials and take them when they leave
 - Treat each person with dignity and respect
 - Listen to directions and follow them the first time
 - Follow school guidelines (teacher and school are one)
 - Class is a no whining zone
 - Guideline infraction notice- non-confrontational- private and personal
 - Give slip and talk after class- know why
- Following guidelines makes for a stress-free environment

Consequences

- Warning and documentation
- Action plan – student identify problem and parent help to fix the problem
- Parent call log
- Friday only detention
- Disciplinary -documentation helps
- Severe cause- straight to the administration

Procedures

- Entering room-explain and practice
- Tardy- excused put in the basket, unexcused sign detention list (not clear cut)
- Getting their attention- teacher raises hand and they raise theirs and be quiet
- Paper headings
- Student responsibility card- if there's no homework, fill out and have documentation- Pink slip-student gives reason
- What to do next- give choices to work on- post it in room
- What to do after an excused absence- homework notebook, what they did in class and classwork- sign notebook for documentation
- Scheduled check out- tell the teacher
- Turn in papers- hand onto next person and pick up at the end of the row
- Classroom discussions- bathroom breaks, special sign, off-topic write it down, motion to them
- Moving around the room- ask permission

- Dismiss students- explain and practice, don't start packing up until the teacher says so
- Substitute teacher- writes name down goes to detention,

Notes

- If the teacher has expectations students will do it
- Believe in their potential and believe in them
- Students have high expectations for teachers
- If teachers have procedures students will listen
- Students want to please teachers
- You can succeed if you are an effective teacher on day one