

## **Classroom Management Plan**

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Classroom management is an art, not a science. Without it, a positive, safe, culture of learning is impossible to create. Discipline encourages a safe, structured environment which promotes intrinsic adherence to classroom behavioral expectations that provide the best environment for effective knowledge acquisition. When approaching a child, however, sometimes extrinsic reward must produce the initial motivation for outward compliance of social expectations in order for the intrinsic motivation to develop. It is with these ideas in mind that this plan is formulated.

Both of my cooperating teachers had something in common: high expectations. They both had a format in place for expected behavior upon entering the room, preparing for class, behavior during the lesson, and an orderly system for leaving the classroom. They expected respect and consideration from the students towards the teacher and towards other students. These are the foundational principles upon which I will manage my classroom.

First I will communicate expectations. Respect and professionalism are the character qualities that are expected of all students. Obviously language will be adapted appropriate to the development of each child. Students must respect the teacher, other students, classroom materials, and themselves. This is shown by the use of a proper tone when talking to other, using kind words and actions, and following instructions in the use of the instruments and other materials.

Students will also be expected to be professionals in the classroom. Parents have jobs and have to go to work. Students have jobs too. They have to go to school, obey their teacher, do their homework and participate in activities. Exceptions will be made on a temporary basis for those who are new or who have other special needs. Engaging and active lessons, positive encouragement and extrinsic reward will be the primary method of bringing students to a place of compliance with behavioral expectation.

After communicating expectations, each class will be rewarded for collective success in following expectations. Each class will have the opportunity to receive a sticker on a chart for good behavior each time they enter the music classroom. They will be rewarded for how they enter, how they exit, and how they participate. There will be other rewards of stickers and other “prizes” for those who demonstrate exceptional academic or behavioral achievement during the course of the lesson. Playing a game will also

be used as a reward for excellent focus and demonstration of professionalism towards the task of the day.

In managing a class that is momentarily disruptive, the teacher will never talk over the students. Attention will be gained through the use of singing, echo clapping, instruments, silence and other resources afforded to the teacher. The teacher will expect quiet attention to anyone who is the focus of the lesson whether it is the teacher or another student. If a student desire to make a comment relative to the lesson, he/she will be permitted to do so after raising his/her hand waiting for the teacher to recognize the student for verbal input.

For those who struggle meeting these expectations, care will be given to redirect students while keeping individual self esteem intact. The first time a disruption occurs, a student will be redirected with a disapproving glance. The second time, the student will be redirected by name. After the next disruption, the student will be moved to a different spot in the room and asked quietly why he/she was moved. If further disruption occurs the student might be asked to move away from the group and to take a break from participation for a brief length of time. The behavior of the individual student could unfortunately effect the success of the group as a whole.

In cases where behavioral infractions are consistently keeping the entire class from learning, two individuals will be consulted. First the classroom teacher will be asked about the student and his/her behavior in class. The second person that will be called is the parent as the parent is an essential component of the team to promote individual growth and a lifetime love of learning. If necessary other administrative support measures will be taken and determined on an individual basis.