

Miss Falter's Classroom Management Plan

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Table of Contents

Classroom Management Philosophy.....	3
Plan for the First Five Days	
Communication with Students and Their Families.....	7
What If?	8
Conclusion	9
References.....	10
Appendix.....	11

Classroom Management Philosophy

My classroom management plan is based on the research of Wong and Wong (2014) and Marzano (2003). Classrooms that I teach in will have a positive and safe environment and have multiple procedures to produce a smoothly run, consistent class. Students need a beautifully managed classroom to get the most out of the education. Wong and Wong (2014) summarized the results of several studies which state that “classroom management is an essential element of student achievement” (p. 2). Using procedures that are consistent will help create the learning environment. To go along with the procedures, I will use Marzano’s findings about student engagement to keep students learning at their maximum. Marzano (2003) says that staying positive is a very effective way to keep students engaged (p. 5). I believe the positivity of teacher plays a big role in the enthusiasm of the students and the effort students put into the class. Creating an environment that will help the students flourish is my main goal of my classroom management plan.

Plan for the First Five Days

The first days of school will be extremely important. They will be the time for me to set the tone for my classroom, teach students procedures, and reach my students. I will teach, rehearse, and reinforce my procedures so that they become routine. Using Wong and Wong’s (2014) strategy of creating, implementing, and evaluating, I determine the success or failure of the procedures as the days go by.

Classroom Rules

Swearing: This classroom uses academic language and swearing is not allowed (Wong 153).

Cell phones: Cell phones are not allowed in the classroom.

Respect: We will have respect for all person and their property. We will not touch other people's instruments.

First Five Days:

Day One:

On day one, I will introduce to my students to the classroom rules, how to enter the classroom, bathroom procedure, the bell ringer, and the dismissal procedure.

Greet students at door.

Entering the classroom

- Walk in to the classroom quietly
- Get instrument out
- Sit in chair with good posture
- Prepare to tune

Bathroom Procedure

- Students will quietly get up, write name on bathroom pass dry erase board, and put the hand sanitizer on chair.
- Students will quietly return hand sanitizer and erase name from board.

Bell ringer procedure

- Bell ringer assignment will be on board everyday.
- Students will be expected to do it everyday.

Dismissal Procedure (based on Mrs. Halverson and Mrs. Houle's [Horizon Middle School] dismissal procedure)

- Five minutes before class ends, the teacher will let students put their instruments away.
- Students will proceed to put chairs and stands away if needed.

- Students will go back to their spot and will be dismissed by section.
- Order of dismissal will vary by day.

After going over the procedures and rules, I will give the students a contract to sign, promising to abide by the classroom rules. Students will have to the end of a week to get it signed by them and their parents.

Next, I will introduce concert dress. Men: Tuxedo, black dress socks, and black dress shoes. Women: Black long sleeve dress shirt, black floor length skirt or dress pants, black socks, black close toed dress shoes. No low necklines, bare midriffs, or low backs.

If students do not comply with the dress code, it will be up to the director's discretion if they are allowed to play for the concert. I will call the parents if the student is not dressed appropriately and ask that they bring something for the student to wear. If they do not have anything, I will decide whether the student can play the concert. I will bring extra socks, black sweaters and skirts to concert for students to wear if needed. I will give the students a written copy of the concert dress for their parents to read and sign stating their understanding of the concert dress code. Again, they have to the end of the week to get it signed.

After this, remaining time will be used for regular rehearsal time.

Day Two:

Greet students at door.

Reinforce procedures from yesterday.

Introduce new procedures.

Agenda

- Agenda will be posted everyday for the students' reference.
- Please put music in order to facilitate smooth transitions between pieces.

Seating procedure

- Day One, sit in chair with folder with your name.
 - Afterwards, students will sit in same spot unless otherwise instructed to do so.
 - If the seating arrangement is different, instructions will be on the board.

Attendance procedure

- Attendance will be taken every day by noting whose chairs are empty.

I will remind the students to get the contracts back by the end of the week. I will also remind the student about the important dates that were sent out in the letter to parents.

The rest of the time will be spent on regular rehearsal.

Day Three:

Greet students at door.

We will start the day with reinforcing the previous few days procedures.

We will also reinforce the classroom rules. I will remind the students that they need to get their contracts back.

I will then teach my students the tuning procedure.

Tuning procedure (based on Nile Wilson's tuning procedure [Wong, pg. 61])

- Listen to the "A" played by the oboe, piano, or violin.
- Follow director or concertmaster for when to tune.
- When it is your turn to tune, play softly and only play your tuning notes.
- When finished tuning, sit quietly and wait for rehearsal to begin.

We will finish the class off with regular rehearsal.

Day Four:

Greet students at door.

Start by reinforcing the tuning procedure.

Reinforce all the previously taught procedures.

Remind students that their contracts with their signatures and their parents' signatures is due tomorrow.

Day Five:

Greet students at door.

Collect the contracts and concert dress forms.

Reinforce the previous day's procedures.

Introduce new procedure.

Rehearsal procedure:

- Pay attention during rehearsal.
- All students will sit quietly while the conductor is talking.
- Students will use their pencils to mark what the conductor asks them to do.

Communication with Students and their Families

My main source of communication with my students and their families will be through email. Not only will I will send emails with important concert information and dates, but I will also send personal emails to the parents letting them know how their children are progressing. If I need important information back from the parents, or papers signed, I will send both an email

and a hardcopy home with the students. In the email, I will let parents know that their child/children will be bringing the form or list of important information home.

What If?

Behavior problems:

First of all, I will talk to the student after class to see what is bothering him/her. I will see if there is anything that I can do to help the student and make the situation better. I will remind the student that if the issue keeps recurring, I will have to call home and talk to his/her parents. I will also remind the students that they are breaking our promise to be respectful of everyone. If talking to the student does not work, I will call the parents and let them know what is happening. I will chart every time the behavior happens and let the parents know this. I will also let the student know that I have called home. Finally, if the behavior still continues, I will talk with administration and work through fixing the problem with them.

Swearing (based on Janene Palumbo's procedure [Wong, pg. 153]):

If students swear, I will remind them that this is a swear free classroom and that we use academic language because we are scholars. If the problem persists, I will have a discussion with the student and talk to them about the importance of using academic language. I will remind the student that I will track how often they swear in the classroom and at the next offense, I will call the parents and inform them of the problem.

Tardiness:

If students are tardy, they will fill out tardy slip and put it in appropriate basket. These will be kept for record throughout the semester. On the second offense, the student will have to speak with me and talk about why they are late. We will discuss to see if there are different ways to prevent the student from being late. On the third offense, I will call the parents. If the student is tardy a fourth time, they will have 30-minute detention.

Conclusion

As a former homeschooler, this creating this plan has made me think. Since I do not have the experience of having been in the classroom as a student, I have made my decisions of which procedures to include based on class, experience in youth orchestras, and intuition. I am glad that I have done this now. I believe it will prepare me to be a better teacher when the time comes. I believe that having these procedures will help me have a well-managed classroom, with a positive environment that helps students play at their maximum.

References

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

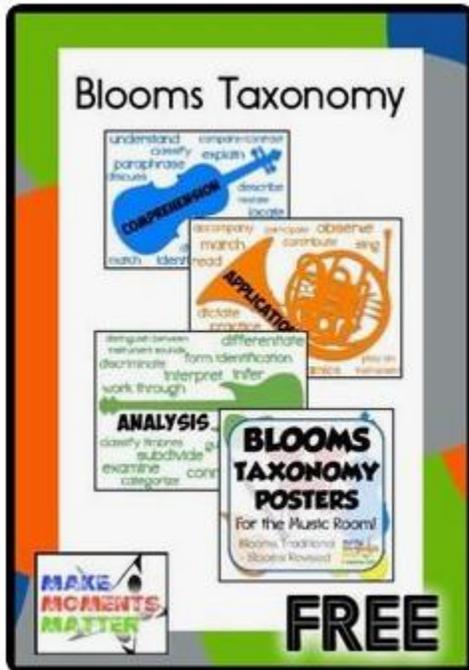
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Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher.* ASCD: Alexandria, VA.

Wong, H. and Wong, R. (2014). *The Classroom Management Book.* Harry Wong Publications, Inc.: Mountainview, CA.

Appendix

Classroom Poster Possibilities:



PRACTICE IDEAS



Count and Clap
SAY it before you PLAY it
Pizzicato
Airbow
Break it into Chunks
Play for a Partner

What to Do When I'm NOT Playing

There are times in rehearsal when the conductor needs to work with one group in particular. They will expect you to be able to jump right back in to rehearsal once the problem has been fixed, so don't zone out! Here is a list of things to do so you don't get lost:

1. **Track your part while they play** (Try to stay right with them)
2. **Count rhythms silently (yours or theirs)**
3. **Tap your toe silently to the beat**
4. **Silently practice your fingerings**
5. **Audiate your part** (sing it in your head)
6. **Listen actively for things in THEIR part that will help you play YOUR part better!**

What's NOT okay:

1. Talking (at any volume level)
2. Sleeping or looking like you are sleeping
3. Wandering around the room
4. Distracting others
5. Working on things for other classes
6. Interrupting the conductor

Tempo Definitions
 for music ensembles

LARGAMENTE- Watch the conductor
 LARGHISSIMO- Watch the conductor
 GRAVE- Watch the conductor
 LARGO- Watch the conductor
 LENTO- Watch the conductor
 LARGHETTO- Watch the conductor
 ADAGIO- Watch the conductor
 ADAGIETTO- Watch the conductor
 ANDANTE- Watch the conductor
 ANDANTINO- Watch the conductor
 MODERATO- Watch the conductor
 ALLEGRETTO- Watch the conductor
 ALLEGRO MODERATO- Watch the conductor
 ALLEGRO- Watch the conductor
 VIVACE- Watch the conductor
 VIVACISSIMO- Watch the conductor
 PRESTO- Watch the conductor
 PRESTISSIMO- Watch the conductor
 RITARDANDO- Seriously watch the conductor
 ACCELERANDO- Seriously watch the conductor
 RUBATO- Bet your sweet potatoes you are watching the conductor

Respect People and Property
 No running/hoverplay
 No harmful words or actions
 No food/drink
 No playing instruments that are not yours
 Be responsible with sheet music

Enter Prepared and On Time
 Bring a pencil every day
 Bring your instrument and music
 Immediately set up your things, bow, begin bell-work and be in your seat

Stay On Task and Work Hard
 Follow directions
 Complete your work
 Hand in your assignments
 Practice only on the days that you eat

Play Only at Proper Times
 When teachers says "stop" - you stop
 Listen when teacher speaks
 Pay attention
 Do your best

Exemplify Amazing!
 You are part of an amazing orchestra!
 Act as an amazing orchestra group
 Exercise etiquette during concerts
 Treat all teachers/visitors with respect

Care for your instruments
 Set instruments in safe places
 Keep your instrument clean
 Loosen your bow after playing
 Protect your instrument

Teamwork
 Practice your part
 Be a positive influence
 Help others learn
 Encourage other students



A possible way to let parents know about behavior issues:

Ooops!
Today was a hard day in music class.



Dear Parent/Guardian,

_____ is having trouble with the following expectations in the music room, after several reminders.

- _____ Respecting the Teacher
- _____ Respecting Classmates
- _____ Respecting the Music Supplies

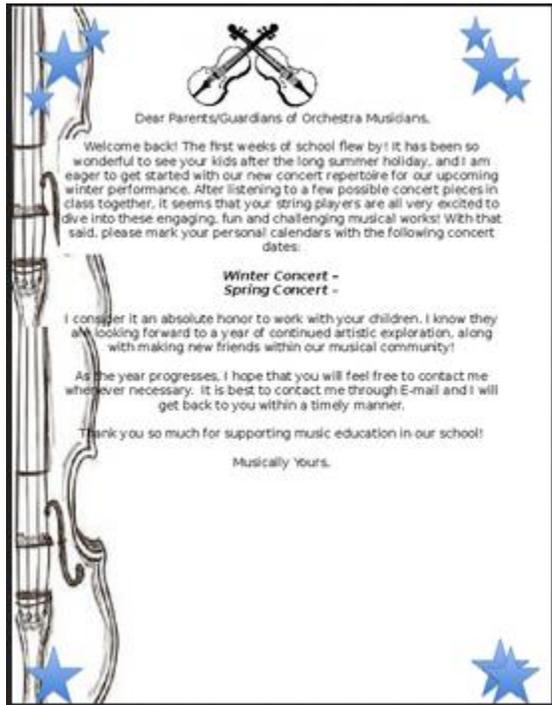
Comments

I am confident we can work together as a team to resolve these behaviors. Please sign your name at the bottom of this letter and have your child return it to me tomorrow.

Thank you for your support!

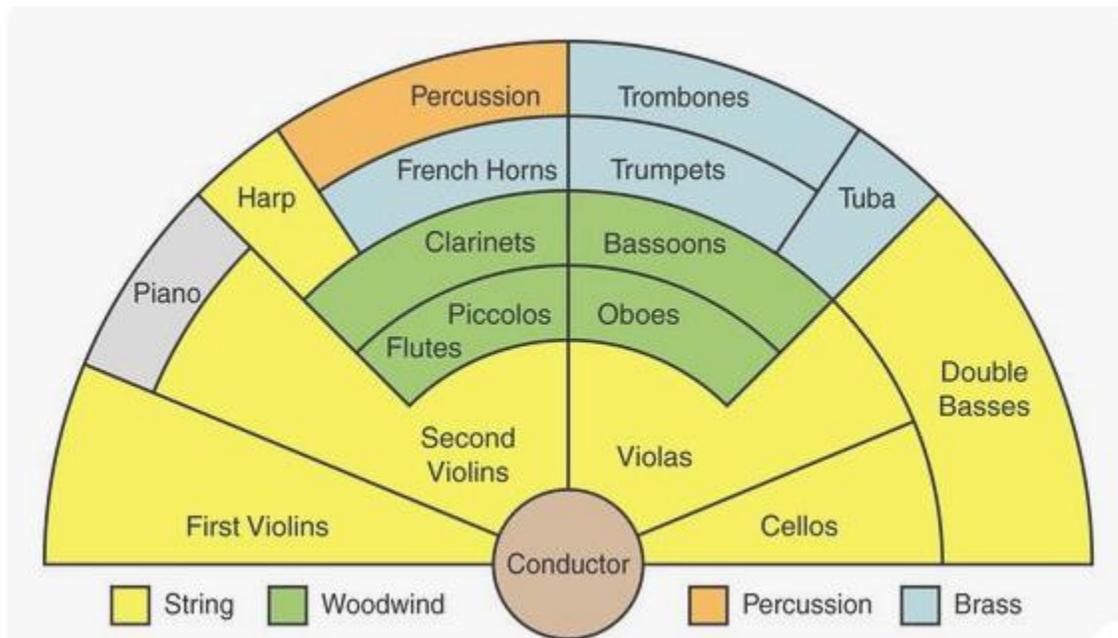
Parent Signature _____

Letter to parents:



My letter to parents will include important details such as when the concerts are, dress rehearsals for the concerts, heads up about the forms they will need to sign, and information about me.

Seating chart:



This is a possible option of a seating chart for orchestra. This is a pretty standard arrangement.