

NAME: Kathleen Hallee

TARGETED GRADE LEVEL: 9

Explain your vision of the ideal learning environment for the age and subject you intend to teach in a 3 – 5-page original paper. You must answer the questions below, using a 12-point font and double spaced. Then, complete the behavior management plan that supports your vision using the form provided.

- 1. How do you create and maintain a mutually respectful and collaborative class of actively engaged learners? Include how it responds to student needs and incorporates student strengths and personal experiences. You must use research to support your selection of these strategies and identify and explain the research. (How does it support the developmental level of my students?)**

Creating a mutually respectful and collaborative class of actively engaged learners is best accomplished by combining a focus on building strong relationships with each student and between students, and providing a warm, welcoming classroom environment with easy access to the tools and materials needed for class, while allowing the teacher to Utilize Jones' "Zones of Proximity" to maintain an engaged and distraction free atmosphere.

Additionally, as Evertson said:

"Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students." (Evertson)

Students will often mirror the attitude and energy level of their teacher. This gives teachers a vast power and responsibility to lift their students up with their charisma and inspire them with high expectations and the belief that all students are capable of success in the class.

Students entering high school are embarking on a voyage of self-discovery that can be simultaneously thrilling and terrifying. As a theatre teacher, I have even more responsibility than other subjects to make sure my students' Basic and Psychological needs

according to Maslow are met to give them the foundation to grow into the amazing humans they have the potential to be. "From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem, and self-actualization." (McLeod)

My Classroom Management plan needs to ensure the students' physical needs are met, they feel safe in my class, and that we actively build relationships with each other to foster their sense of belonging. Then, build into the curriculum ample ways for the students to succeed to grow their self-esteem and feelings of accomplishment. We have various places in the classroom and theatre lobby to display student work to foster pride in their accomplishments and inspire other students.

Theatre is about teaching students how to build relationships, embrace their differences, and utilize their personal experiences and strengths as they learn how to work together collaboratively and creatively towards a common goal. If they learn how to do that in my class, they can take those skills and apply it to their other classes and to any career or vocation they are drawn to.

2. What strategies will you use to build relationships with students? Use research to support your selection of these strategies and identify and explain the research. (Initial strategies and on going strategies.)

The first strategy I use is to make them feel seen, recognized, and known. Harmon says:

"Greeting students by name and pronouncing their names correctly is incredibly meaningful. Doing this allows your students to know that you notice them. Once your students begin to see that you care about them as a person, you gain their trust, and they work harder to make good choices in the classroom and do a better job to follow your expectations." (Harmon)

I greet my students at the door by name every day. If I am still learning their names, I use this as a self-test. If I can't come up with it, I ask them again then use their name immediately. On the first day of class, I take attendance in a circle, make sure I am

pronouncing their names correctly, and ask if they have a preferred name that is different from the roster. From there, we roll right into a name game with the whole class that involves throwing a ball within a circle. We first pass the ball around the perimeter and let everyone introduce themselves, share pronouns, and a word that begins with the same letter as their first name. Then we toss the ball and try to remember everyone's name and word. I have the class repeat each person's name and word as the ball is thrown to them until most people can remember everyone's name. This or a variation of this game is repeated the first couple weeks of school. We will return to this game periodically through the year as new students join our class.

As we move into the semester, I make sure to intentionally call on students by name. Having a short mini conversation with each student at the beginning of class each day really helps me learn their names. I will often have them answer a random question while taking attendance to encourage them to pay attention and engage, while allowing us to learn a little bit more about each other.

The next strategy I use is to have all my students complete an in-depth google form intro survey at the beginning of the year. The survey includes basic information about them, silly questions about likes and dislikes, their preferred learning style, what has motivated them to take theatre, and a few assessment questions that allows me to gauge their basic knowledge of some theatre and fine art skills. This also has the added benefit of teaching them how to log into the school portal if they don't know yet, how to find my home page in BLEND (CANVAS), and how to complete a google form which is one of my preferred assessment tools. (sample survey is included in my submission) This strategy is supported by the IRIS Center's article "*Classroom Behavior Management*". This article includes:

“Communicate, Connect, and Check-in: Enhance relationship with students and their families by increasing both the level and quality of communication. Some ways teachers can do this is to:

- Welcome and greet students with enthusiasm each day....
- Survey students or families regarding needs...

Screen and Monitor: Formally and informally screen to determine which students need academic support, behavioral interventions, and critical services such as healthcare, nutritional support and social welfare”

I review their surveys and make notes so I can remember specific details about each student. This gives me talking points to help build relationships, informs my lesson plans, and gives me insights into how I can best reach each student.

Another strategy I use is to spend at least half of the class period for the first three weeks of school on icebreaker and team building games. I have a mix of silly games to get them talking to each other and games that incorporate learning basic theatre vocabulary, fire safety, help them learn their way around the theatre, and where tools are stored. They must be comfortable working together as a team before they are ready to enter the realm of creative thinking in a collaborative environment.

3. How will you physically organize your classroom to ensure flexibility and accommodate the learning needs of all students including those with disabilities? Consider things such as the three zones of proximity and furniture.

The main principal of Fred Jones’ “Zones of Proximity” is that there are three zones of influence over a student within a classroom that directly correlate to how close the teacher is to a student. If a student is less than 8 feet from the teacher they are in the red zone; if they are between 8 feet and 14 feet, they are in the yellow zone; anything further away than 14 feet is the green zone. It is easier to supervise and assist students in the red zone and those students are more likely to be engaged as well as less likely to be distracted or goofing off.

Students will be arranged in small groups of four to foster collaboration and a positive class climate. We have rolling tables that seat two students each. We arrange two tables to face each

other, creating a team of four students. The standard room arrangement has these table groups staggered by rotating every other group 90 degrees. This works best in our classroom to give each student more space to work, their chairs aren't bumping up against each other, and it allows for more fluid movement through the room. The staggered arrangement also makes it easier for a team at one table group to consult with the next table group over if they want to share ideas or are seeking clarification. (Please see included room diagram.) Since the tables are on wheels, we also have the ability to rearrange them for specific assignments or move them out of the way for large group activities; for example, during a Socratic seminar discussion, tables can quickly be set in a horseshoe shape to facilitate large group discussion.

The table groupings are arranged with at least 3 feet around them to allow access to all the students for individual help and to allow me to employ the three zones of proximity fluidly as I move around during direct instruction or guided practice. Another tool I utilize is as simple as a wireless mouse for my laptop that is connected to the Edu Display. I can scroll through a script when we reading as a class or advance my slideshows from anywhere in the room. This allows me to keep the red zone moving around the room at all times and move closer to students answering a question to keep the conversation informal and less anxiety inducing.

Around the perimeter of the room, we have enclosed cupboards to secure all specialty tools used such as exacto knives, scissors, T-Squares, specialty papers and crafting supplies. A daily "supply caddy" is provided for each table group which contains pencils, erasers, scissors, rulers and a bottle of glue. Additional supplies for the day are located on the supply table near the file cabinets where student work is stored. Along one wall are cubbies for student backpacks to keep them out of the walkways, off the desks, and reduce distractions to learning. A cell phone parking lot is established in one location in the classroom with charging cords provided. Power strips are available around the perimeter of the room if students need to charge their Chromebooks.

The standard room layout allows for multiple accommodations for disabilities. The chairs are separate from the student tables and easily stacked out of the way if a student with a wheelchair needs to sit at a table. The main corridor through the classroom is at least 4 feet wide, allowing easy access from the main entrance, through the classroom to the bathrooms. Most supplies are at the workstations and additional supplies for the day are easily accessible near the center of the room to facilitate all student access and yet control the quantity of supplies available or the “check in and out” of specific items. There are ample seats closest to my inner loop for students that require preferential seating near the instructor. Visual instructions for the assignment are written on the whiteboard before class begins. The Edu Display is used for a slide show and videos to augment direct instruction and the most relevant slide is left on the screen during project work time. By having all instructions available in BLEND or the lessons’ slideshow, students with visual impairments can access the material via their Chromebooks’ text to speech app. Additionally for most assignments, there are tactile, physical examples of what the students are creating.

4. Explain how your behavior management plan supports your vision for the ideal learning environment.

Respectful language and a cooperative arrangement of seating fosters an organized and structured environment for learning, as well as helping to create a sense of community and teach collaboration. Thoughtful seating assignments encourages students to interact and help each other, the first steps in learning to work collaboratively

By establishing clear guidelines for student belongings (i.e. cell phone parking lot, Chromebook charging stations and personal items storage) the classroom becomes more organized leading to a safer, more accessible environment for student learning with less distractions. Movable seating allows for even more collaboration and team building for specific learning activities such as moving to a horseshoe arrangement for Socratic Seminar Discussions or an interactive exercise

with the whole class. We can also completely clear the center of the room by stacking the tables on top of each other along the walls for a large project or large activity such as painting a flat or scenic piece. Having their personal belongings tucked out of the way also facilitates smooth transitions between room layouts.

Teaching Theatre Technology requires the use of a variety of craft materials and the use of potentially dangerous tools. Some materials are quite expensive. It is important to establish an environment of mutual respect and build a strong foundation of trust between the teacher and the students and between the students themselves. Only then can we ensure the safety of everyone in the class and ensure expensive materials and equipment are not damaged or wasted.

Deadlines and a clear sense of what the assignment is asking them to do generates a sense of active learning and responsibility, while discouraging procrastination. Providing a procedure for late work and detailing the expectations surrounding an absence helps keep students motivated to come to class and engage with the work. It adds a level of urgency to come to class and encourages student accountability and initiative.

5. Using the template below, create a behavior management plan designed to create and maintain your ideal learning environment. Your behavior management plan must include:

- **3 – 5 positively worded rules that you can consistently enforce**
- **3 – 5 expectations that encourage students to take responsibility for their own learning and instill a culture of individual and group accountability**
- **Procedures for at least 3 – 5 common classroom tasks, such as returning graded work, turning in make-up work, handing out materials, going to lunch/being dismissed from class, sharpening pencils, going to the restroom.**

RULES

- 1) Respect other's work and property: "If it's not yours, Don't Touch It!"
- 2) Cell phones and personal electronics may only be used during indicated times. Otherwise, they are in the cellphone parking lot or in your bag in your cubby.
- 3) Signal teacher when you need to use the restroom and wait for a response.
- 4) Please sit in your assigned seat.

EXPECTATIONS

- 1) Theatre is inherently a collaborative art form. Therefore, it is expected that students work collaboratively on group and individual projects.
- 2) Ask 3 before me! Check in with your table mates and see if they can answer your question before asking me. It is expected that you help each other understand what and how to do tasks, but that everyone is responsible for completing their work themselves.
- 3) I Expect all students to employ the “Before you speak: T.H.I.N.K.” filter before sharing information about other students or talking to other students.
T= Is it True?
H= Is it Helpful?
I= Is it Inspiring?
N= Is it Necessary?
K= Is it Kind?
- 4) I Expect all students to treat the classroom and shop tools and materials with respect and care. If they are damaged, they will not be available for the class to use in the future.

PROCEDURES (at least 3)

TASK 1: Collecting materials and tools to complete current projects

STEP BY STEP PROCEDURE

1. Come in and check the board for the daily objective and activities.
2. Review board for any additional materials beyond what is in your supply caddy.
3. Check your supply caddy to make sure your basic supplies are present and “full”.
4. Retrieve additional supplies from the teacher supply station.
5. Sign out any specialty items that could be considered dangerous (ie exacto knives, hot glue gun, Dremel tool...)
6. Place all supplies on your table.
7. If required, get out your Chromebook and make sure it is charged or plugged in to a charging station and have it open and ready to go.
8. If no Chromebook is required for the activities for the day, place your Chromebook in your bag.
9. Place all bags in your large storage cubby.
10. If the project is a continuation of the previous day, retrieve your project and be seated in your assigned seat.
11. If you have missed a day of instruction, refer to task 5

EXPECTATION FOR STUDENT BEHAVIOR

1. Students will enter on time.
2. Students arriving late will sign the tardy log.
3. Students will go to their assigned table.
4. Students will check the board without teacher reminder.
5. Students will retrieve any materials and/or current work.
6. Students will put up phones in the phone parking lot or they will place them in their bag.
7. Bags go in the large storage cubbies.
8. Students will take their assigned seats.
9. Students will be respectful.
10. Students will use respectful language.
11. Students will not use supplies for things other than what they are supplied for.

TASK 2: Bell Ringer activity

STEP BY STEP PROCEDURE

1. After completing all of TASK 1, students may be asked to join a “Bell ringer Activity”. Wait for teacher to call the class to attention
2. Actively listen to instruction of the activity
3. Participate in the activity
4. Return to assigned seating if seating has been affected.

EXPECTATIONS FOR STUDENT BEHAVIOR

1. Be actively listening.
2. Participate. (even if you aren't in the mood)
3. Be respectful of others.
4. Be respectful of property.
5. Leave your phone, earbuds, electronics in your bag or in the parking lot.
6. Use appropriate language.
7. Help a friend.
8. Stay together. (Some activities entail leaving the classroom.)

TASK 3: Turning in Work

STEP BY STEP PROCEDURE

1. Be sure that your project has your FULL name on it clearly and legibly written.
2. Be sure your name is in a place where it can be seen.
3. Be sure that your class period is legibly written on the project and can be seen.
4. If the project is a paper project, please place it in the class period drawer labeled with your class period.
5. If the project is a mask or model, place your project on the designated shelf for your class period.
6. If you are turning in your project late, please follow TASK 5
7. If your project is incomplete or you would like to make additional alterations during office hours, please file the extension request and be sure to turn in any work you have already started.
8. Once work is submitted, please return to your assigned seat and proceed to TASK 4

EXPECTATIONS FOR STUDENT BEHAVIOR

1. Students will turn in work on time.
2. Students will turn in completed work.

3. Students will ask for help or clarification.
4. Students who do not complete assignments for any reason, will turn in what they have.
5. Students will submit an extension request for assignments that are not complete.
6. Students will take feedback and apply it to learning.
7. Students will not steal each other's work and claim it as their own.
8. Students will not directly copy any item from the internet to submit as their own.

TASK 4: End of class cleanup

STEP BY STEP PROCEDURE

1. Students will collect all regular daily supplies assigned in their work caddy and replace them in the caddy.
2. Any items that need refilling, will be refilled (ie, glue, missing crayons...)
3. All additional supplies will be returned to the teacher supply table and signed back in (sign in and out for exacto knives, hot glue guns, Dremel tool, and specialty items that could be dangerous)
4. Clean up any debris from on, under, and around your table.
5. Throw away debris in the LARGE trash can.
6. Wipe down tables with supplied paper towel and disinfectant spray.
7. Wash all paint brushes, containers, and pallets thoroughly in the paint sink and turn in to the teacher for inspection.
8. Close up all paint containers and glue bottles.
9. Retrieve items from the cell phone parking lot and your large cubby storage.
10. Wait at your table to be dismissed.

EXPECTATIONS FOR STUDENT BEHAVIOR

1. All items of a dangerous nature will be handled with care and returned (signed in) to the teacher.
2. All students are responsible for clean-up of their area.
3. All students are responsible for the refilling of supply caddy on the tables.
4. Students who have accidentally damaged any items should report them to the teacher immediately
5. Students who have missing items from their supply caddy (pencils, erasers, scissors, markers, glue bottle and so on...) should ask the teacher for replacements.
6. All students can straighten common use areas.
7. Students will remain at their seat until the bell rings and not crowd the door.

TASK 5: Returning to class after an absence

STEP BY STEP PROCEDURE

1. Notify teacher of your absence in writing through email, remind and/or BLEND.
2. Request the assignment due date extension form.
3. Schedule with the teacher available office hours to make up the assignment or work on the assignment.
4. Turn in the completed assignment within ONE WEEK of your absence.
5. Be sure to have your name and class period legible and easily located on the assignment.

EXPECTATIONS FOR STUDENT BEHAVIOR

1. Students will respectfully ask for due date extensions.
2. Students will follow the Campus guidelines regarding excused absences and makeup work.

3. Students who “skipped class” and have unexcused absences will respectfully accept that the teacher is not required to provide makeup work, however, students may be offered alternative projects and complete those assignments on time.
4. For live theatre performances, students will request 2 weeks before their absence, alternative assignments or viewing available from the teacher.
5. Students will use respectful language.

Bibliography:

Evertson, Carolyn M, *Classroom Management - Creating a Learning Environment, Setting Expectations, Motivational Climate, Maintaining a Learning Environment, When Problems Occur*
<https://education.stateuniversity.com/pages/1834/Classroom-Management.html>

Harmon, Wynita, *Why Building Relationships Should Be at the Center of Everything You Do*, August 28, 2017, <https://theartofeducation.edu/2017/08/5-strategies-help-build-relationships-students-order-improve-classroom-management/>

IRIS Center, “*Classroom Behavior Management*”. 2021
<https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p05/#content>

Jones, Fredric H, January 1, 2014. *Tools for Teaching 3rd Edition*. Jones, Fredric H & Associates, Inc.

McLeod, Saul. *Maslow's Hierarchy of Needs*, May 21, 2018. Simply Psychology
<https://canadacollege.edu/dreamers/docs/Maslows-Hierarchy-of-Needs.pdf>