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## **Classroom Management Plan**

*For Instrumental Music, Grades 9 through 12*

### **Classroom Management Philosophy**

The music classroom is a place for students to be themselves, connect with themselves and others, and learn to be better people through the practice of music. It is a home for students to learn from mistakes in a supportive environment. When it comes to behavior management, I believe strongly in directing target behaviors towards more productive ways of expression rather than immediate dismissal from the learning environment. Removing a student from the classroom may alleviate a distraction in the short-term, but in the long-term, it does not contribute to the improvement of the student's well-being and knowledge of how to safely, effectively, and meaningfully interact and connect with others. With that being said, classroom management is a constant consideration of balance: balancing what is best for the individual student at hand with what is best for the entire group. It is for that reason that there is no one-size-fits-all solution to what we perceive to be "misbehavior;" rather, it must be considered on a case-by-case basis because every student is different, so every student will require different solutions.

In this Classroom Management Plan, initially created for the MED 733 course at the University of Miami but intended for practical application in a real school setting, the following sections can be found:

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## **Classroom Rules**

The acronym "I LOVE BAND" is used to holistically represent all rules present in the instrumental music classroom. Student growth and success are regarded as the most critical factors when determining the exact rules to be followed in class:

Students will come prepared to contribute at a high level.  
Students will treat themselves, others, and all musical equipment with care.  
Students will support each other through mistakes, failures, and successes alike.  
Students will make choices that benefit the learning of themselves and others.

**I** – Initiate action to help and support each other.

**L** – Leave the room and equipment in better shape than you found it.

**O** – Outstanding effort leads to outstanding results.

**V** – Value the time you spend here – *make it count!*

**E** – Endeavor to excel, and make choices that will benefit learning.

**B** – Be the example for hard work and kindness.

**A** – Always be prepared.

**N** – Never forget why you started playing music.

**D** – Dare to be the model for integrity in the classroom.

Students should always come to school ready to engage in musical activities. While in the band room, the teacher will ensure student success through use of procedures and structures that support student engagement and inclusivity. Students are expected to do their part by coming to school prepared with their music, their instrument, pencils, a notebook, any additional equipment or materials specified by the teacher for projects, performances, etc., and an attitude conducive to positive learning built upon kindness, respect, integrity, responsibility, and cooperation with others.

## **Consequences and Rewards**

Consequences and rewards serve two functions in the band room: to discourage behaviors deemed as inappropriate, and to encourage desired student behaviors, respectively. Each of these directly reflect the rules of the classroom; students who follow the rules will be rewarded. Students who do not follow the rules will face consequences of equal and fair proportion. Consequences shall never *exceed* the behavior exhibited in severity.

### *Posted for Students in the Classroom:*

1. **First instance:** Warning
2. **Second instance:** Teacher check-in after class
3. **Third instance:** Call home
4. **Fourth instance:** Conversation with teacher and administrator, possibility for formal documentation
5. **Fifth instance:** Removal from class, guaranteed formal documentation
6. **Sixth instance:** Suspension from school, guaranteed formal documentation
7. Further action considered on case-by-case basis

### *Formal Procedures for Teachers:*

1. **First instance of behavior**
  - a. Issue warning during class and/or offer for student to take a break until they are ready to join class again (use the latter sparingly and as appropriate. Exercise discretion in determining situations that call for such circumstances).
2. **Second instance of behavior**
  - a. Student has check-in with teacher after class. Teacher may include any of the following in the conversation:
    - i. Ensure that the student is okay before anything else; is there something going on in or outside of school that is causing this behavior?
    - ii. Ensure that the student understand why their behavior is considered problematic for school. Confirm that they understand the potential consequences if the behavior continues.
  - b. Serious issues concerning mental health, suicidal thoughts or behaviors, or bullying should be reported to administration immediately.
3. **Third instance of behavior**
  - a. Teacher calls home to hold conversation with student's parent or caretaker regarding the behavior. Explain exactly what is happening and why it is considered problematic for school. Further confirm the parent understands the potential consequences if the behavior continues.
4. **Fourth instance of behavior**
  - a. Teacher holds conference involving student, teacher, administrator, and parent. This may be arranged for a time after school or during school hours if necessary. Formal documentation may be included at this level.
5. **Fifth instance of behavior**
  - a. Teacher issues a referral to administration for the student to be removed from an active class period. Formal documentation guaranteed at this level. Parent always notified.

## **6. Sixth instance of behavior**

- a. Student may face repeated referrals to administration which may result in in- or out-of-school suspension. Formal documentation guaranteed at this level. Parent always notified.

Any behavior that is deemed to be excessively inappropriate or problematic that warrants action more severe than that of the next step in the sequence may result in consequences deemed necessary and proportionate to the behavior, but consideration of such must be decided upon reasonable evidence from the teacher and others, if applicable.

Follow-up consequences for behaviors exceeding the sixth occurrence will be determined by teacher and administration on a case-by-case basis. .

*Remember:*

Consequences will only ever be as extreme as the behavior that proceeded it.  
Consequences will never be more extreme than the behavior exhibited.

## **Rewards**

Rewards serve to both encourage and reinforce desired behaviors that coincide with the rules of the classroom. Rewards may be given to an entire class or to individual students when expectations are consistently met or exceeded. Examples of rewards may include:

- **Group Rewards**
  - Daily positive feedback from teacher
  - Musical student choice day – occurs at the end of a week. Choices may include choosing what piece to work on that day, choosing a new piece to sight-read such as music from movies or TV shows, new music to listen to and analyze, watch a music-related movie, etc. The exact options provided will depend on the size of the reward.
  - Movement and percussion day – bucket drumming, hand drumming, body percussion, movement/dance, etc. May involve sight-reading a percussion ensemble piece and improvisation.
  - Teacher/student swap day – students choose any instrument for teacher to sit in on portion of rehearsal with and sight-read all music, reliable student leader or senior leads.
  - Ice cream or pizza party
  - Other options for group rewards may be available upon request or for specially rewarded behaviors.
- **Individual Rewards**
  - Daily positive feedback from teacher and peers
  - Solo opportunities with ensemble
  - End-of-year (calendar or academic) rewards and superlatives
  - Scholarship opportunities in extreme cases

## **Classroom Procedures**

The following procedures are present in the classroom to both encourage and guide behavior that facilitates productive, supportive learning:

- Enter and exit the room safely. At the start of each class or rehearsal, set up your own chair, stand, instrument, and equipment at your assigned seat.
- Remain quiet and respectful during all announcements, instruction, and presentations.
- Class will begin at the same time every day. When class starts, students are expected to be in their seats and ready to begin.
- Follow all instructions and procedures during class.
- At the end of class, safely put instruments and equipment away before exiting.

## Room Set-Up

The physical environment and set-up of the room plays a significant role in the organization of class and the maintaining of rules and procedures. The classroom will be arranged in the following way:

- Chairs for rehearsal and classes are set up in arcs so that all students are able to see the teacher, and the teacher is able to see all students.
- Seating placements for ensembles will be determined, or in some cases, auditioned, at the end of each school year and posted in the classroom each time they change.
  - In the event of non-rehearsal classes, *which will happen*, the teacher will specify in advance how the room should be arranged.
- Expectations, acronyms for rules, rewards, consequences, and procedures will always be posted visibly and be accessible to students in other formats such as audio, hand-outs, etc.
- Instruments not taken home each day for home learning are kept in lockers in the band room.
- Music binders not taken home each day for home learning are kept in pouches hanging on the doors to the classroom.
- Backpacks may be left in lockers or under student seats if reasonably sized.