

Classroom Management Plan

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Classroom Philosophy

To manage a classroom conducive for learning, I strongly believe that for a child to succeed, their voices must be heard. When children are given a voice in the classroom, it allows them to feel accepted and more inclined to build a trustworthy, respectful, and healthy relationship with their educator, as well as increase student performance and participation. Allowing students to express themselves creatively, as well as acknowledging their wants and needs inside and outside of the classroom, creates a solid foundation for other vital classroom management skills and strategies that I would like to display in the future. It is important that I foster a classroom atmosphere that not only encourages students to use their voices, but also play an active role in their personal lives, as well as uplifting them every step of the way.

Classroom Layout

The classroom layout displayed below is an ideal version of what I would like my classroom to look like when teaching dance. As a dance educator, it is important to be able to accommodate the space to my advantage to ensure that my curriculum can be taught as efficiently as possible, as well as to maintain the safety, and overall comfort level of the students.

Desk Arrangement:

Since this is a dance classroom, I would prefer for the classroom to be without desks for the full use of the space. I would allow for the students to sit on the floor, however if desks are needed, I would group the desks in collaborative groups or rows depending on what is being lectured/ subject matter. Although every class session will not be incorporating physical movement, I prefer for students to get used to not being confined to a desk. I feel that it allows for students to sit in a comfortable fashion that suits them and will allow them to have a break from sitting in desks in their other classes.

Teacher's Desk/Computer

I felt that placing my desk/computer in the corner of the room was the best option for the space. I will be able to adequately observe all the students at once.

Bookshelf

I feel that the addition of having books or resources in my classroom will allow students to educate themselves more on the subject matter and gives them more ways of learning about dance outside of the class lesson or classroom.

- **According to author in the article titled "*Being a Radical Pragmatist*", the author argued that "student engagement is hindered if they are unable to see themselves in their texts" (Miller 2019).**

-The books that I would like to incorporate in my classroom are books that are culturally based and that promote cultural identity, diversity, and inclusion. It is very important to foster a classroom where everyone feels accepted, heard, and represented. Representation is an important matter because it is who we are. In addition, these students reflect the individuals in the world around us. If you do not incorporate things into your curriculum that students can relate to, how would it be expected for students to perform at their fullest potential when they feel they do not belong? Students will feel more inclined to excel when they feel that they are included and comfortable. In turn, that is why incorporating the UDL framework into the curriculum is important. As a result, I will make it my duty to provide that resource for them.

Storage

The student storage near the wall when students enter the room will allow for students to place their belongings in a safe and compact space. It also eliminates safety hazards. The second storage allows for me to place classroom related material in a safe space.

Visuals

- **According to "culturally responsive classroom management: Awareness into action", the authors urge educators to "think about the ways the environment can be used strategically to communicate respect for diversity, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students" (Weinstein, Curran, & Tomlinson-Clarke, 2003).**

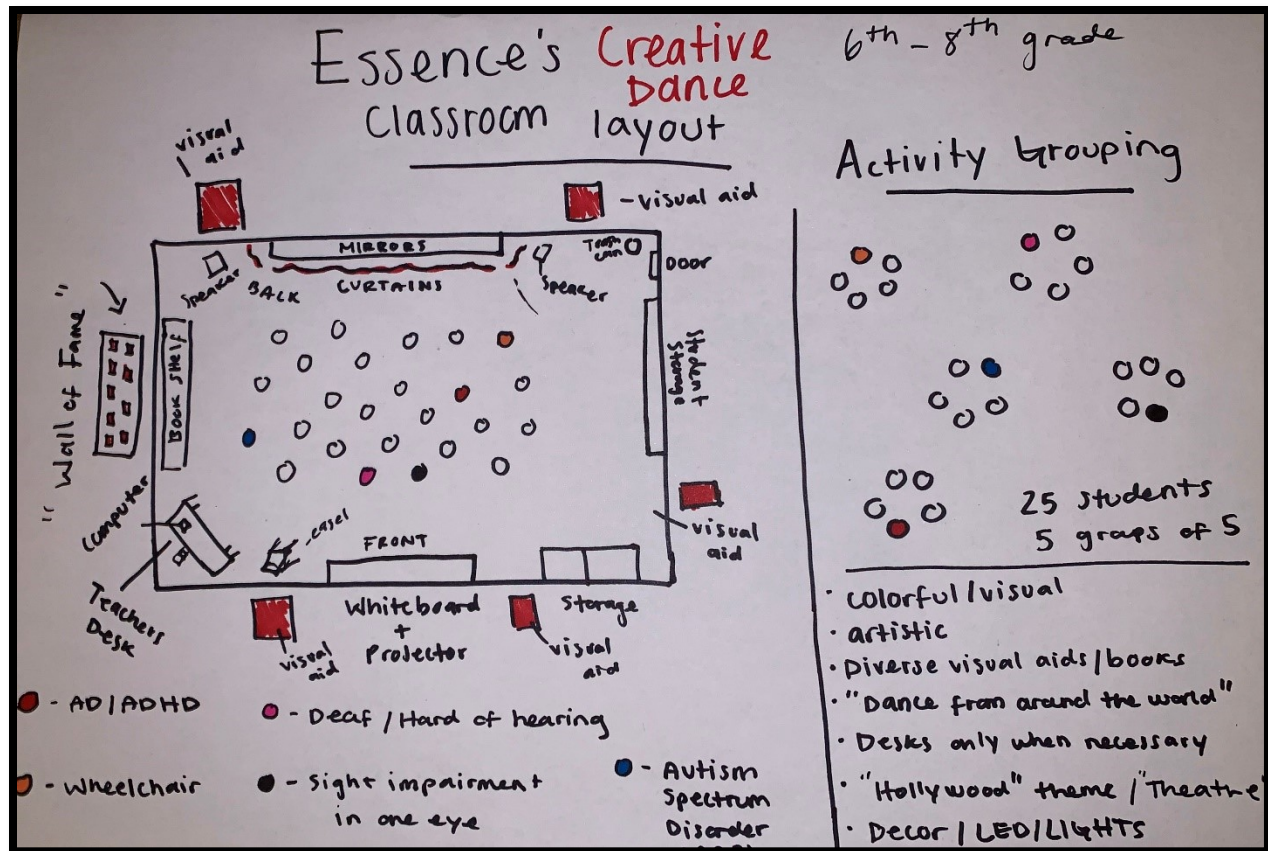
- To create an inclusive, collaborative, and culturally relevant classroom, I will implement a plethora of diversified visuals that cater to a wide range of backgrounds which include language, sign language, dancers of different age, race, gender, sexual orientation, dancers with disabilities, cultural and historical depictions of dance over time from different cultures and more!
- The addition of the **“wall of fame”** serves as a visual motivational aid. I feel that when students see their photos posted on the wall, it motivates them and their peers to participate and succeed in class.
- I feel that aesthetically appealing additions like lighting, color scheme, photos, and decor aid in a student’s overall mood and performance.

Seating Chart

I grouped the students in a way that allows for adequate supervision of each student. I also placed them where I felt would be best suitable for their individual needs/ accommodations.

Remaining Classroom Items:

Any other item in the classroom is placed where it is best suitable for the classroom.



Classroom Climate/Community (Culture for Learning)

Motivational Centered Curriculum

Warm demanding, culturally based pedagogy, and motivational strategies serve as a catalyst for my classroom teaching methods and overall atmosphere.

- According to "culturally responsive classroom management: Awareness into action", the authors state that "when teachers and students come from different cultural backgrounds, planned efforts to cross social borders and develop caring, respectful relationships are essential. From the very first day of school, teachers can set the tone by greeting students at the door with a smile and a warm, welcoming comment" (Weinstein, Curran, & Tomlinson-Clarke, 2003).

When students enter my classroom, I would like for it to be a space where they can get away from the everyday stressors of life and invest that energy into creativity. My goal is for students to find their inner creative voices through movement. I want students to know that

no matter your background, we are all interconnected and capable of succeeding. Before starting class, I will make it a routine to conduct a daily check in, as well as lead group affirmations and chants to uplift the students. I would like the ideal atmosphere to be a positive, friendly, open, collaborative, motivational, respectful and a judgement free zone. I would eventually like for students to feel comfortable enough with one another to showcase their own creative pieces whether individually or in a group.

Examples of ways I would build community and comfort is to create group activities where students get to learn collaboratively. Another core strategy I would implement to build community is to use **motivational language** and refer to my students as “dancers” or “artists”. (“Scientists & Scholars: What's in a Name?", 2018)

All in all, creating a routine will allow the students to connect with one another and build a sense of community and overall well-being of students.

Behavior Expectations

In addition to building community, behavior is a major factor when it comes to classroom climate. In my classroom, I will expect at minimum that all students attend and arrive to class in a timely manner, actively participate, collaborate, and be respectful and responsive to their instructor, as well as their peers. I expect all rules and procedures to be followed to run a smooth operating and manageable classroom.

- **According to “culturally responsive classroom management: Awareness into action”, the authors state “To avoid the possibility of confusion or mis-understanding (which can then lead to unnecessary disciplinary interventions and antagonism), teachers need to be explicit about their expectations, engage students in discussions about the class norms, model the behavior we expect, and provide opportunities for students to practice” (Weinstein, Curran, & Tomlinson-Clarke, 2003).**

Students will be informed of behavior expectations, rules, and routines from the beginning of classes to establish a sense of credibility.

Rules

- **Be on time to class.**
- **Regular Attendance is mandatory.**
- **No Running inside classroom (unless instructed to).**

- **No Food, Chewing Gum, or other Beverages Permitted besides water.**
- **No jewelry, Non-religious Headwear, or Headphones allowed.**
- **No shoes or socks allowed unless instructed.**
- **Please respect your peers and keep all hands and feet to yourselves.**
- **No judgement or Bullying tolerated in this space.**
- **Proper Dance Attire and footwear is mandatory.**
- **Be courteous to your instructor and peers during demonstration and instruction.**
- **Watch & Listen Carefully to instructor's Directions.**
- **Be ready to learn, move, and create!**

Routines/Procedures

- **Greet at the door!**
- **Please remove all socks, shoes, Jewelry, and non-religious headwear.**
- **Place all belongings inside of shelf neatly.**
- **Enter dance floor and proceed to warm up until acknowledged by instructor.**
- **Affirmations/Chants**
- **Be ready to learn, move, and create!**

Discipline Strategies/handling conflict:

Considering my classroom philosophy of student voices, I am aware that every student's situation is different. If complications may arise in the classroom, I would like to encourage students to express their concerns to me in the form of one on one intervention whether it is through written word, email, or by attending in-person meetings. I feel that many adolescents who behave negatively in the classroom, they are simply dealing with external situations that effect their overall behavior in the school setting. Before resorting to outcomes that may affect the student's future to learn, I will do my best to take the necessary measures in resolving the situation.

- If it is minor, a warning will be given. If repeated offenses are made, I will schedule an intervention with the student. If student fails to comply after one on one intervention has been conducted, I will schedule a parent teacher conference. If that does not work, they will be referred to administration. If it is a severe offense that includes physical or verbal violence, parents or administration and administration will contacted on first offense.
- If an altercation becomes distracting to other students learning, I will have to ask the student to come speak with me privately in the hallway to deescalate the situation.

- If students behave positively, progress check ins, positive emails, praise, rewards, and privileges will be given to ensure that students maintain model behavior.

Classroom Support Systems

Teacher + Student Relationship

As an educator, I feel it is my duty to support my students in their academic lives as well as their personal lives. I want to ensure that students have a safe space to go to when they feel things may hinder their academic performance and overall wellbeing.

Ways in which I will support students:

- Provide Breakfast/Lunch Time / Office Hour Talk Sessions which can be one on one or group setting
- Provide Email for any questions/concerns
- Progress/Check in Emails or phone calls w student a/o parents
- Provide information on various resources for students related to education, mental health, college, job opportunities, career development, and more!
- Mentorship/Guidance
- Student progress evaluations
- Positive Reinforcement

Student + Parent Relationship

I would like for students to be able to take what they learn in the classroom and share it with their parents/guardians (assessment/homework) to ensure that they retain the material. Incorporating parents into the learning process can promote a better success rate at retention of material.

Teacher + Parent Relationship

I would like to maintain a positive relationship with my student's parents/guardians. I would do so by actively communicating with the student's parents/guardians about their student's progress as well creating opportunities for parents to become active in their child's education.

Ways to maintain a positive relationship with parents/guardians:

- Inviting parents to open house/school related events

- Inviting parents to give feedback on their child's progress
- Inviting parents to suggest how to incorporate their culture into curriculum
- Inviting parents to serve as volunteers
- Parent Conferences
- Progress Reports (positive)

Teacher / Student / Administrator Relationship

I would like to maintain a positive relationship with administrators to ensure students have a voice on school grounds when it comes to discipline methods, academics, and funding. I will maintain good communication with them to ensure that students are not being overlooked in any aspect. Many things should be considered when considering a student's success. I want to make sure the arts program has adequate funding and that each child has access to the arts. I would like to create programs that allow students to showcase their artistic prowess through school sponsored events. I would also push for restorative justice, as well as funding of counseling resources for students. In retrospect, these suggestions can help reduce student suspension and expulsion rates and improve academic performance and attendance rates. Maintaining a positive and responsive relationship with administrators will ensure a positive atmosphere for students and faculty alike.

END.