

Classroom Management Plan: High School Band

Kailee Klein

University of Mary

## **Classroom Management Philosophy**

My classroom management philosophy is based on the three core principles of conscious discipline: safety, connection, and problem-solving (Bailey, 2014). Students need to feel safe and that they belong to be able to move into the executive brain state to problem-solve (Bailey, 2014). I will accomplish a sense of safety and belonging by incorporating Wong's idea of using procedures and routines to manage a classroom (2018). There will be procedures for how to enter the classroom, ask questions, and dismissal. I will use an assertive voice to teach the procedures and I will rehearse and reinforce these procedures. The students will be expected to follow the procedures every day. This will help build consistency in the classroom which allows my students to know what to prepare for each day. Consistency in my classroom will provide the students with a feeling of accomplishing their role as a student.

My students will also be encouraged to be active, independent learners by having a specific goal in mind and taking the proper steps to reach them by problem-solving. This will also encourage student accountability. The student's will be held responsible for their own progress they make through problem-solving in a safe environment. My classroom will be a positive, welcoming atmosphere that promotes growth in musical understanding and in relationships.

## **First Days Plan and Building Connections**

### ***Plan for the First Five Days***

Day One: On the first day I will be greeting my students at the door and will instruct them to look at the board to know where to go (Wong, 2018). When they walk in, the chairs and stands will be set up along with a numbered folder on each stand. The layout of the band and

instructions on where to sit will be posted on the board (See Appendix A). There will also be sticky notes on the chairs to indicate which instruments should be seated where within the band. Happy music will be playing until the bell rings for class to begin. I will then hand out a syllabus and pull up a small PowerPoint to go over the procedures and guidelines for my classroom (See Appendix B). After going over the basic information of the syllabus, the students will be asked to take out their instruments to begin a short rehearsal. Throughout the rehearsal, if there are any questions from the students, I will rehearse the procedure for asking questions. Rehearsal will end early to provide time for the students to rehearse the procedure for the end of the day. This procedure will consist of how to put their folders and instruments away.

Day Two: Music will be playing in the background and the procedure for entering the classroom will be written on the board to remind the students how to enter the classroom. An agenda and a prompt will be written on the board asking the students what kind of guidelines they would like to see in the classroom and some choices to choose from on how they should be assessed on their practicing (Fay and Funk, 2010). When the bell rings, I will allow time for the students to finish their answers and will instruct them on how to hand in papers by passing them down the rows and up the side. Rehearsal will then begin. At the end of the rehearsal, the dismissal procedure will be reinforced.

Day Three: I will be reinforcing the procedure for entering the classroom. Music will be playing in the background. A prompt on the board will be asking the students to be listening to a certain element of music in the song that is playing. We will discuss the answer as a class when the bell rings. After the class discussion, I will present the guidelines and the way I will be assessing practicing to the students based on the prompt from the previous day. Rehearsal will then begin and end with a reinforcement of the dismissal procedure.

Day Four: I will reinforce the procedure for entering the classroom. Music will be playing and a prompt for the song playing will be written on the board. After a class discussion on the prompt, we will rehearse the procedures for students who are absent and tardy. Rehearsal will then begin and end with the dismissal procedure.

Day Five: I will reinforce the procedure for entering the classroom. Music will be playing and a prompt for the song playing will be written on the board. After a class discussion on the prompt, I will remind the students of the procedure for sectionals. The procedure will be written on the board and we will practice it by having half the day be a sectional rehearsal and the other half be full band rehearsal. At the end of rehearsal, I will reinforce the dismissal procedure.

### ***Connections with Students and Families***

One of the core parts of my classroom management philosophy is connection. I want all my students to feel as though they belong in my classroom. One simple thing I will do to accomplish this is I will be greeting my students every day as they walk into rehearsal (Wong, 2018). I will also be providing many choices in my classroom (Fay and Funk, 2010). Band class is unique as it is often an elective, therefore, I want my students to enjoy being in rehearsal.

During the second day of class, I will be asking my students for their input on what they are used to during band rehearsal. This may include what kinds of songs they have played in the past, what events/festivals they have gone to, and if they normally have chair placements within each section. Typically, the students are used to a specific routine if the previous music teacher taught all the music classes and I would like to accommodate to that as much as I can. I will take all the suggestions my students give and devise a strategy that accommodates my students needs as well as my own wants as a teacher.

Building connections with the families of my students is also very important to me, as they are often the biggest supporters of the arts. I want to be able to establish open communication right away. I will be handing out a letter home to the families on the first day of school (See Appendix C). In this letter I will include information about myself, my classroom management outline, important dates, and how to contact me. It will also include a copy of a link to the music Facebook page where I will be posting updates on concerts and everything happening in the music department. At the end of the letter there will be a page for a parent/guardian to sign so that I have received confirmation that the families know my expectations for the year.

### **Establishing the Classroom Family**

In my classroom, I will make use of rituals to build the classroom family (Bailey, 2014). Some of the rituals will be sectional rituals, performance rituals, and connection rituals. Sectionals are a time for students to get together with their instrument section and work on parts of the music that are particularly difficult for their instrument. Sectionals will occur once every two weeks to allow each section to connect with each other. I will provide an outline for them which will consist of a team building exercise or discussion. The sectional will be led by a different student every time. Our performance ritual will consist of relaxation techniques that will prepare the students before going on stage. The day after the performance, we will have a chance to listen to the songs and have a class discussion on what went well, what did not go well, and how we can improve. Connection rituals will occur at random points throughout a month. They will include brief check-ins on what the students are working on in other classes, how they feel about their progress on the music we are rehearsing, and their overall mood. These three rituals will be the core of developing my classroom family and connects with my students.

**What Ifs**

One of my main concerns as a teacher is disruptive and disrespectful students. I believe setting clear procedures in place may help to eliminate disruptiveness, but there are always students who will be harder to manage than others. Some strategies I want to incorporate in my classroom to maintain student engagement is based on techniques by Marzano. He suggests 4 strategies to keep students engaged; use games, friendly controversy, bring forth unusual information, and use questioning strategies. My plan is to incorporate these things into my classroom by playing musical games, telling weird facts about composers or songs, and asking questions about the music we are playing. When students are engaged in learning there is less disruptions going on in class.

Another alternate strategy I would like to try in my classroom is the concept of the ripple effect by John Kounin. As a teacher I want to make a point to notice the positive things the students are doing. I will call them by name, use a verb, and paint the picture of what they did well. Kounin says that by correcting or praising a student in class, a positive effect will spread throughout the classroom. My hope is that by pointing out the positive things, the students will be encouraged to continue to do well. My overall goal as a teacher is to have a positive environment that includes safety, connections, and encourages problem-solving.

### References

Bailey, Becky A. (2014). *Conscious Discipline: Building Resilient Classrooms*. Loving Guidance, Inc.

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking Control of the Classroom*. Love and Logic Institute, Inc.

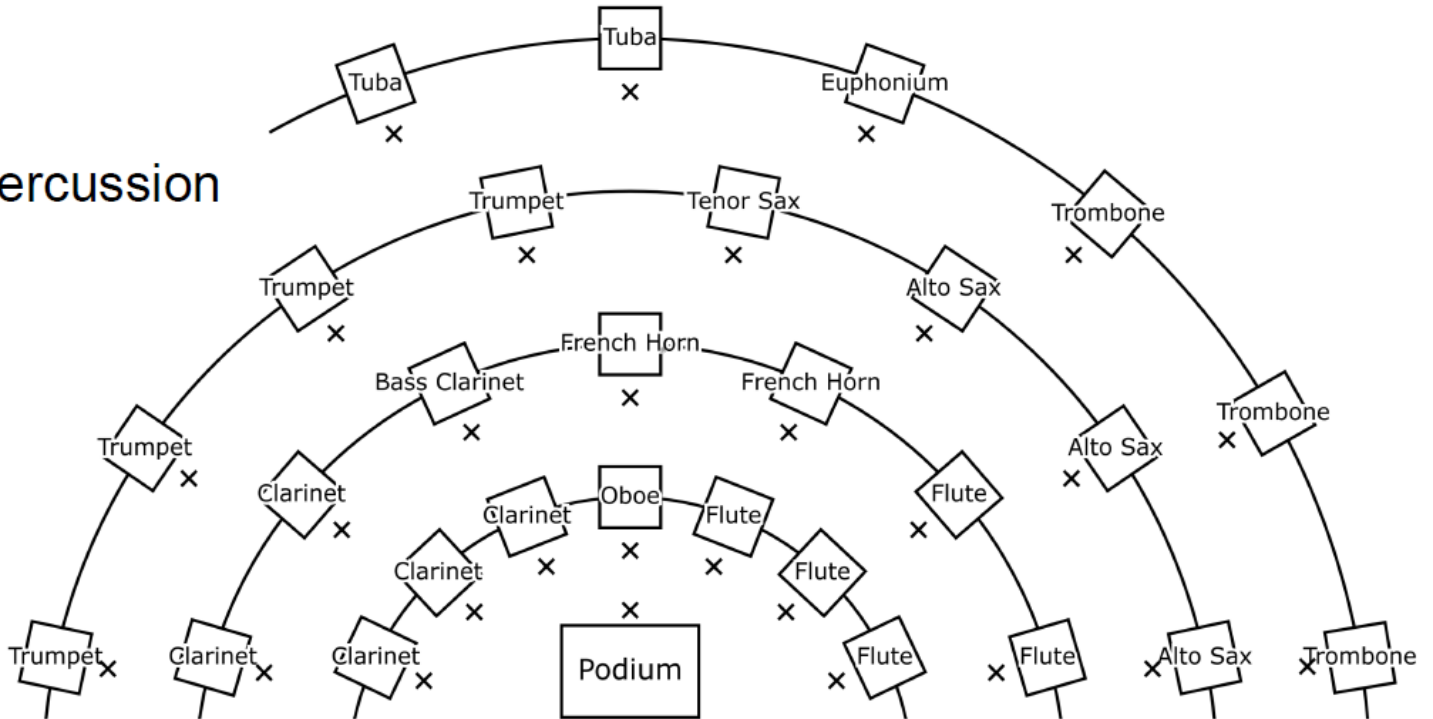
Wong, H., Wong R. (2018). *THE Classroom Management Book*, 2nd ed. Harry K. Wong Publications.

Appendix A

# Percussion

x = music stand

# Percussion



Please Sit in Your Section.

This will be the setup for the rehearsal space. The percussion will already be in place on the first day with chairs for them to sit on. The folders will be on top of their chairs since they won't have individual stands.



Appendix B

**Welcome to Concert Band!**  
3<sup>rd</sup> Period, Ms. Klein

**Who Am I?**

**Who Are You?**

**Homework:** In our classroom homepage on powerschool there is a link to a survey so I can get to know you and gather some basic information. Fill this out by class time tomorrow.

**Class Expectations**

- **Safety**
  - People
  - Instruments
- **Respect**
  - Each Other
  - Teacher
  - Instruments

**Consequences**

1. Warning
2. Meeting with Student
3. Letter Home to Parents
4. Meeting with Parents
5. Referral to Administration

**Entering the Classroom**

- Walk into the room
- Turn your phone volume off-put your phone in your backpack-put your backpack in the instrument storage area
- Grab your instrument and music and find your spot
- Put your instrument together
- Look at the agenda and order your music
- Look at the prompt, we will have a class discussion
- Class will begin when I turn off the music and stand on the podium. When I raise my hand-all discussions will stop
- The band student leaders will be in charge of taking attendance.

## Phone Policy

- No Phones!
  - It interrupts our rehearsal process
  - We are here to create beautiful music
- 1<sup>st</sup> Offense: Warning
- 2<sup>nd</sup> Offense: I will confiscate it and return it to you at the end of rehearsal (Documentation)
- 3<sup>rd</sup> Offense: Call home to Parents



## Asking Questions and Class Discussions

- Every morning will start with a class discussion
  - Raise your hand to be called on
- When we stop playing during the rehearsal of a piece, do not talk
- When we transition between pieces, you may talk at a low volume until I raise my hand to start rehearsing again
- **Bathroom**
  - Use the bathroom before class
  - If you are worried about being late-check into class first, then use the bathroom
  - During rehearsal, please raise your hand with three fingers up. When I give you a head nod, you may get up quietly and use the bathroom

## Absent and Tardy

- Tardy: Put the excused tardy note on my desk or sign the tardy list.
- 2 Tardies=Conference with student and detention
- Absent: Look at the posted list for the pieces and sections we worked on. Ask a peer for specific markings to make in your music.
  - Please let me know if you will be absent for several days in a row. You may be assigned sections of the music to work on individually.

## Checking Out Folders

There will be a check out paper posted next to the folders.

Please write your name and the date you checked out your music folder.

When you return your folder, write the date you returned it.

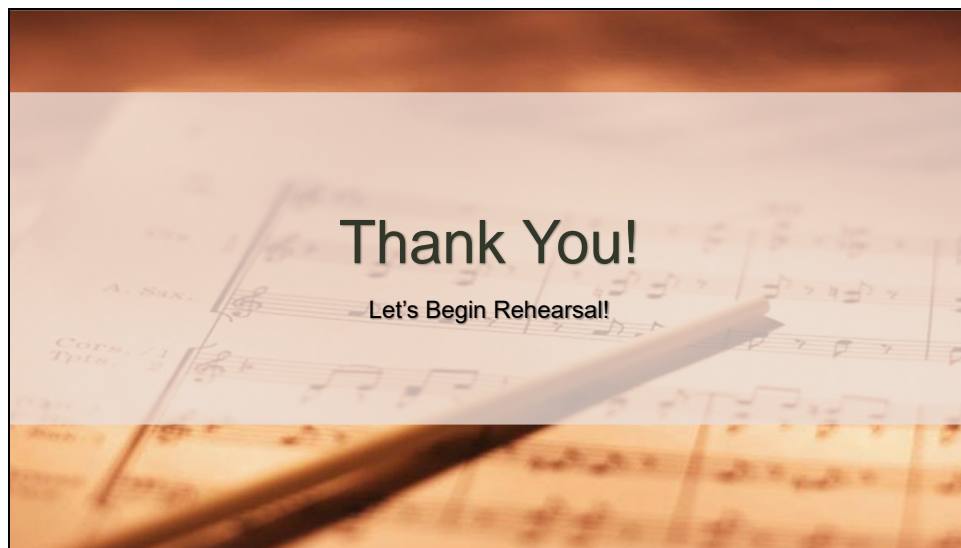
*Practice  
MAKES  
perfect  
progress*

## Dismissal

- You will be dismissed when I say that rehearsal has ended.
- When I dismiss you, please put your instruments and folders away in a safe manner so we don't hurt anyone or the instruments.
- Return to your spot and put your stand away. Then wait for the bell to ring to be dismissed.

## Sectionals

- We will be having sectionals throughout the semester or if there is a substitute teacher.
  1. Look at the board to find your assigned room.
  2. Grab your instrument, folders, and a stand and report to your assigned room.
  3. A student will be assigned to take role and lead the sectional.
  4. Unless otherwise stated, you will be excused from sectionals 5 minutes before the bell to put your instruments, folders, and stands away.



This will be my beginning presentation. The handbook will have some of the same information, but will go more in depth on grading, participation, concerts, uniforms and renting school instruments. All the students will be required to read the handbook and sign a paper to confirm their cooperation with the guidelines in the handbook.

## Appendix C

Dear Families,

Hello! My name is Ms. Klein and I am the 6-12 grade band instructor. First, I would like to tell you a little bit about myself. I am a recent graduate from the University of Mary with a bachelor's degree in both music education and elementary education. I am originally from Wahpeton, ND and this will only be my second year living in Bismarck, ND. Some of the things that I enjoy doing are going for walks, reading, and watching Disney movies.

My music education philosophy is based on teaching students to become more aware and sensitive to the elements of music. My students will develop the technical skills needed to perform as well as learning how to be musically expressive and literate. My goal as a teacher is to help my students grow as musicians by providing opportunities to explore different types of music.

My classroom is a positive atmosphere that promotes growth in musical understanding and in relationships. To accomplish this in my classroom, I will set forth some procedures and expectations for the students to follow. Some basic expectations in my classroom is to treat others with respect as well as always putting forth your best effort. The students are required to show up to the scheduled rehearsals and performances on time with their instruments and music. Please contact me if your child needs to rent an instrument from the school. My final expectation is that the students will be practicing on their own outside of group rehearsals. There will be a set procedure to check out music folders and/or instruments. The students are also asked to practice at least an hour a week and record it on a practice log. Our rehearsal time is limited, and I want to see the students be the best they can on their instruments. Therefore, I ask the students to complete certain technical exercises as well as working on the pieces we are rehearsing. I am always willing to work with any students outside of rehearsal time, all they need to do is ask!

Your child will be graded on three things: participation, practice log, and concerts. The concerts are a requirement for all students, so I encourage you to mark these in your calendar and let me know as soon as possible of potential conflicts. All concerts will be held in the school auditorium and the students should arrive at least 30 minutes early.

**Fall Concert:** Tuesday, October 19 at 7 pm

**Christmas Concert:** Monday, December 11 at 7 pm

**Spring Concert:** Tuesday, March 8 at 7 pm

**Final Concert:** Tuesday, May 10 at 7 pm

Please reach out to me if you have any questions! Both my school email and phone number are below. I cannot wait to start making some beautiful music!

Facebook: Richland High School Music



Sincerely,

Ms. Kailee Klein

[kaklein@school.edu](mailto:kaklein@school.edu)

701-899-0686