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MUSE 355

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Management Plan

While students are in my classroom, you must follow these rules:

1. Be respectful of teachers, equipment, facilities, and fellow students.
2. When given instructions by either myself, or another teacher, follow them. (When I say jump, you say ‘how high?’) If a student has any kind of problem with any instructions I or another instructor may give, I will be open to discussing issues after class.
3. Students will not hinder their learning or anyone else’s learning.

If a student is found in violation of any of these rules, they will receive a ‘strike’ against them. Severity of punishment will correlate with the number of strikes received on any given day.

 First Strike – Verbal Warning

 Second Strike – Stay after class to talk with instructor

Third Strike – Stay after class to talk with instructor, 30 Minute detention in the

band room

Fourth Strike – Stay after class to talk with instructor, after-school detention,

phone call home

If a student arrives tardy to class, they will start the day off with two strikes. Punctuality is imperative in a musical ensemble.

Strikes do not accumulate once the school day is over. Each day starts with a clean slate.

I chose this plan because I think that it covers all possible classroom management problems broadly and can be employed fairly easily. I drew inspiration for my rules from some of the most efficiently run ensembles I know of, drum corps, whose two primary rules are “Do what you’re told” and “Don’t be a jerk.” These rules, I felt, covered almost all classroom management problems as well, which could be boiled down to disobedience and disruptiveness.

 I also think that the strike system has many advantages. It is a very easily defined progression of discipline that is fair. And it is fair because it gives students plenty of relatively inconsequential punishment before the punishment gets more severe. This means that if a student is having a really bad day, they won’t get a detention for it. Also, I like the idea of having the opportunity to talk to the students who are struggling to behave well in class. That insures that I get a chance to check if everything is okay or if things are going poorly at home or any other reason there may be for behavior issues. I know that holding them back from some of their freetime in passing period could annoy them enough to behaving better. But I also think that if the students saw that I’m concerned for their well-being and checking up on them to make sure things are okay, they are more likely to reciprocate that with a kind of loyalty unique to middle schoolers.

Reading Responses

1. The primary difference between rules and procedures is that rules are more concerned with what the expectations are, while procedures are more concerned with the way that those expectations should be met.
2. Of all the teaching strategies there are, the ones that help the most in the area of classroom management are the ones that involve keeping the students involved in what is happening in the lesson. Things like pacing, managing interesting content, physical activity, and proximity are all things that should be taken advantage of when trying to maintain a well-behaved classroom.
3. During the first week or so of classes, it is important to establish that, as the teacher in the classroom, you are the ultimate authority whenever a student is in your classroom. If you wait until much later, then students may believe that the expectations of behavior are much more lax in your classroom than in a typical classroom, and it will be difficult to establish expectations. Consistent, insistent, and persistent rules enforcement from day one is the easiest way to prevent that.