

Classroom Management Plan

Stephanie L Otremba

University of Mary

### Abstract

This paper will discuss in detail four key parts to my future teaching career: my teaching philosophy, an in-depth plan of how I'm going to handle the first five days of school, how I'm going to connect with students and families, and how I will deal with some potential unexpected situations. It will also include an appendix that will be referenced throughout the paper, and that includes things such as some of my policies, my letter home to parents, and other supplemental materials that I will use as a first-year teacher.

### **My Teaching Philosophy**

My personal teaching philosophy is partially based on Marzano's concepts of the need for engagement in students. I want to create an environment that is interesting, challenging, and rewarding for students. I will use the right amount of energy in my speaking and directing to get students engaged and to keep students engaged. My philosophy is also partially based on Love and Logic. Students need someone to believe in them, and I want to be that person for whichever students are seeking that. I will be a source of positivity and encouragement for my students by calling them out when they do something right. I will be fair and consistent with consequences and clearly communicate what's okay and not okay in my classroom to provide the most efficient classroom with the least amount of stress for me.

### **The First Five Days**

#### **Day 1**

On the first day, I'll have some happy music playing as students walk into my classroom. On the board, I'll have a general seating chart of where they should sit and what they should do (see appendix A). I'll be greeting students as they walk in and telling them to look at the board to know where to go. Each chair will have a folder with music in it - this will be theirs to keep for the year. Once the bell rings, we'll sing a bit, and then I'll take roll call, introduce myself, and teach them procedures regarding the beginning of class such as putting away and taking out folders and how to dismiss themselves to the bathroom (see appendix B for a list of procedures). I will also review the attendance policy with them (see appendix C). I'll assign them to think about the rules they'd like to see in the room.

**Day 2**

On day two, the beginning of class will be similar to day one. I'll review the procedures with my students to make sure they stuck and I will answer any questions they have. I'll introduce the basic rules of the room that I have and invite them to contribute the ones that they thought about the previous day. We'll determine as a class which ones will be used all year. Then rehearsal will continue as normal.

**Day 3**

Day three will begin the same way as the previous two days; I'll have music playing and be greeting students at the door. I'll briefly review the rules from the previous day, and then I'll hand out a schedule of the year, including concert dates, extra rehearsals, and other necessary information. We'll rehearse as normal. I'll inform them that tomorrow will be voice placements and that they'll have some time to quietly read or work on homework for the majority of class.

**Day 4**

Day four will begin as the others have. Then, instead of rehearsing, I'll have the students get into groups of two or three and come into my office so I can gauge where their voices are at and how I can place them in the choir for the best blend and sound possible. That night I will come up with a seating chart.

**Day 5**

Day five will begin as normal. I'll present the seating chart to them and have them get into that arrangement. I will then go over my policy for daily points and proper behavior, based on the rules we came up with earlier in the week (see appendix D for this policy). We'll warm up and rehearse as normal.

### **Connections to Students and Families**

I plan on keeping families as engaged as possible in the rehearsal and performance process. I'll send out a letter to families about a month before school starts, detailing who I am and how I want the year to go. In this letter I will also include important dates, such as concerts and extra rehearsals (see appendix E for letter to families).

A little closer to when school starts, I'll be emailing students and parents a link to a playlist of songs we'll be working on this year that they can listen to, if they're interested. I'll also create a website for students and parents that will have information about the pieces we're performing and why we're doing them. I'll invite parents to contact me with any questions they might have.

### **What If's**

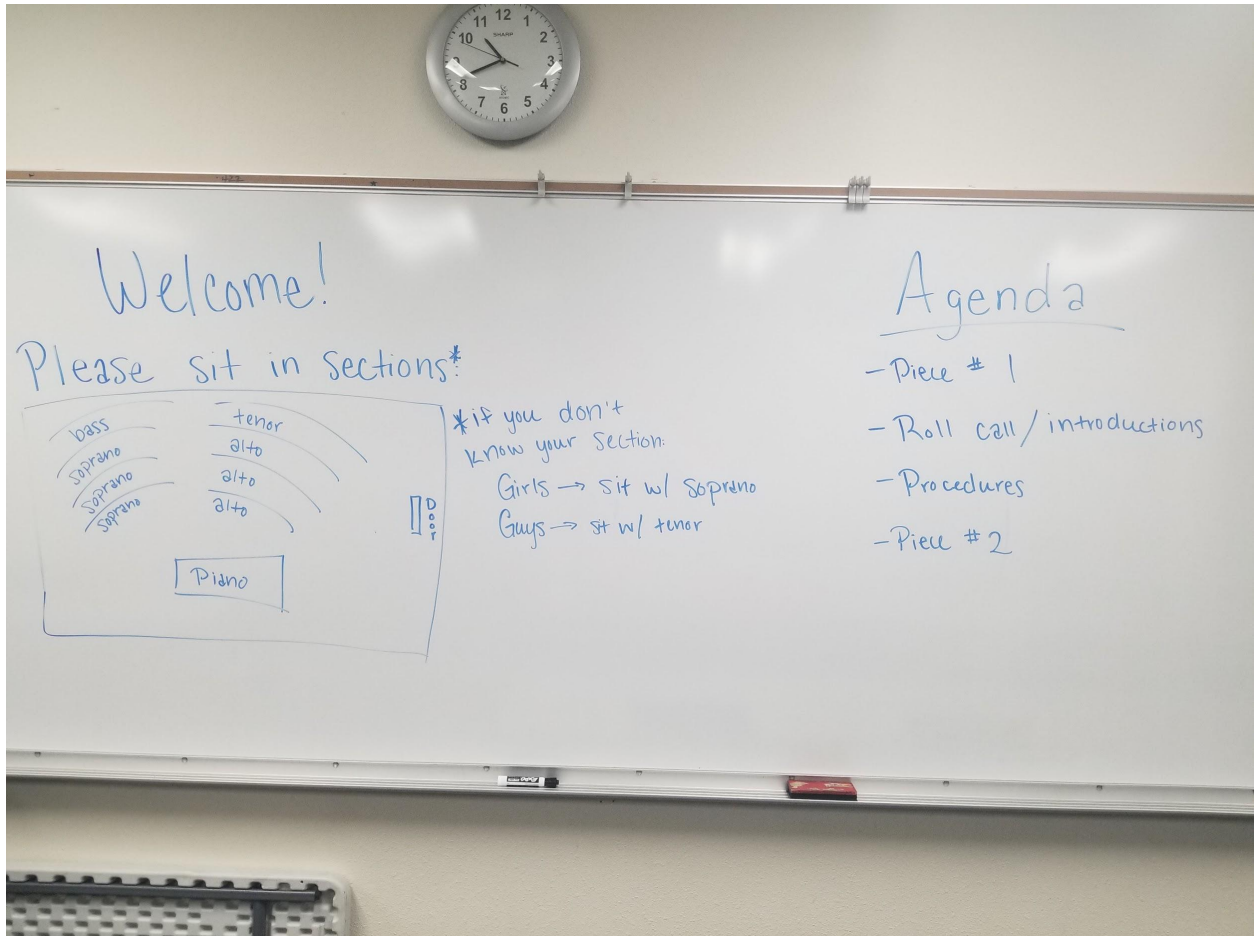
There are many things that can go wrong in a classroom, especially in a music classroom. With a larger amount of students than in a regular classroom, it's going to be crucial for me to have procedures in place to prevent bad behavior from happening in the first place. Every obstacle I come across will need to be met with love, patience, and encouragement for students towards doing the right thing. Remaining calm, focusing on inner authority, and apologizing when I get something wrong will all be key parts to dealing with unfortunate and difficult circumstances - whether that be with behavior from students or difficult parents.

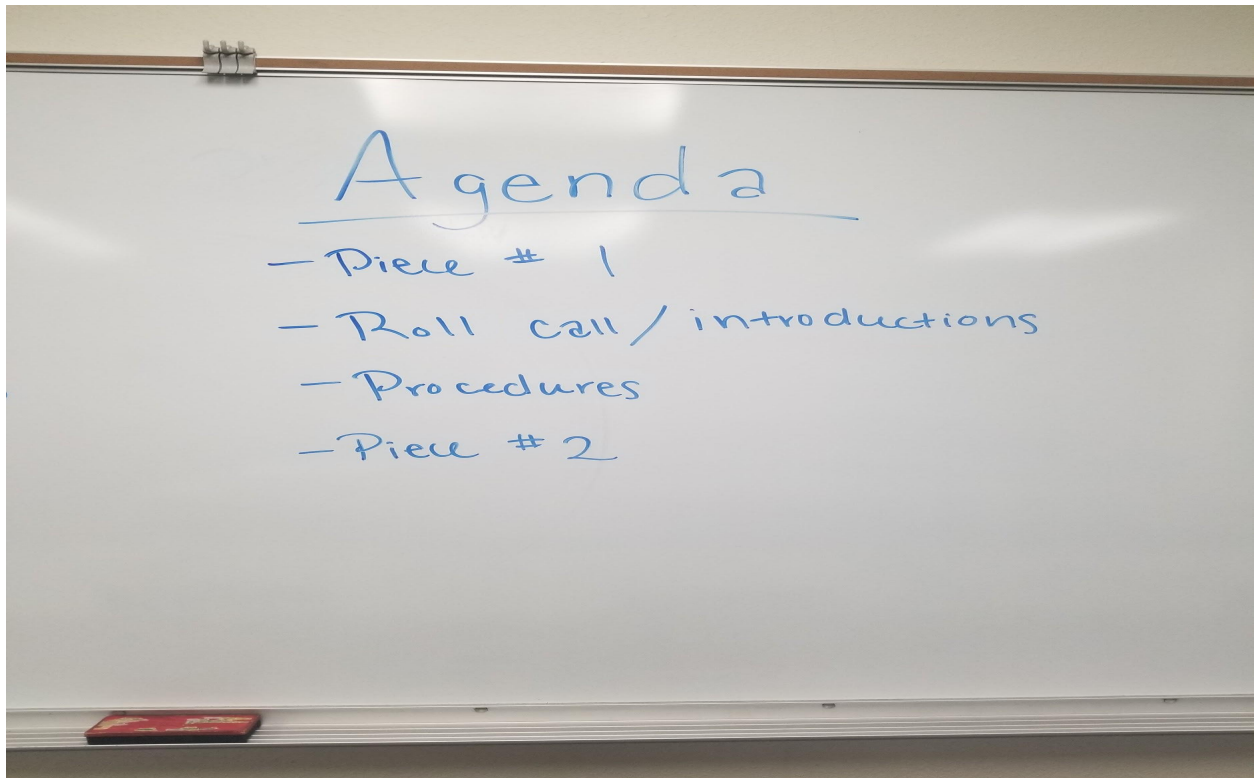
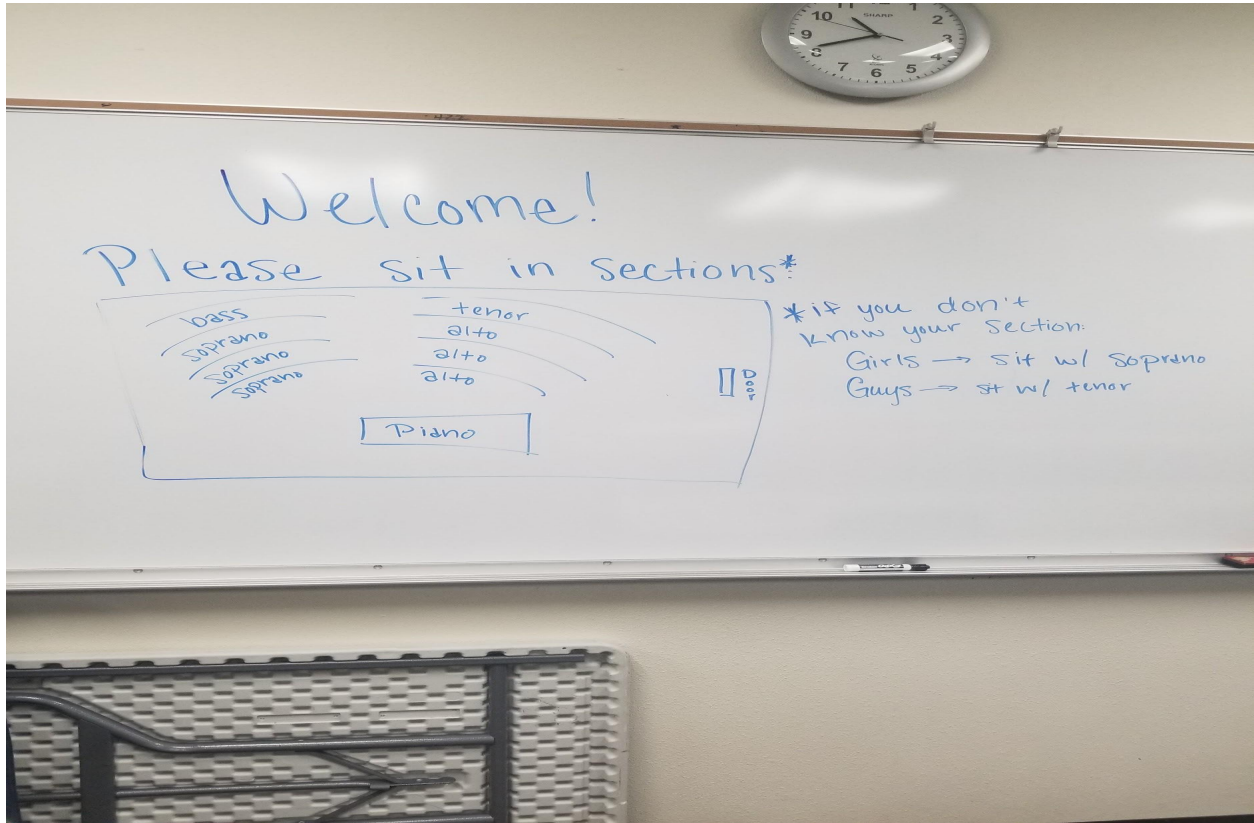
### References

Overview of Marzano's Model of Teaching Effectiveness. (2017, December 7). Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/overview-of-robert-marzanos-model-of-teaching-effectiveness/>.

Wong, H. K., Wong, R. T., Martinez, W., & Martinez, W. (2018). *The first days of school: how to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

**Appendix A - Whiteboard for the first day**







**Appendix B - Procedures**

Folders: Each folder has a number on the inside upper right corner. This corresponds with a slot in the folder rack. Every day as you walk in, take out your folder from the folder rack, look at the board for the order of songs, and get your music in order. At the end of class, I will dismiss you by section to put your folders away. Do not put your folder away until I dismiss your section. Quickly and efficiently put your folder in its correct slot. If you want to take your music home to practice, come talk to me so you can check out your folder. Otherwise, the folders do not leave the classroom.

Beginning of class: Before class starts, I will always have an agenda written on the board with a list of songs that we'll be rehearsing for the day. I will also have music playing. Feel free to talk and socialize as the music is playing. After you walk in and take your folder, go to your assigned chair and get your music in the order that it's listed on the whiteboard. Once I begin turning the music down, stop talking, stand up, and get ready to warm up.

Bathroom: If you need to go to the bathroom, raise your hand up while making the sign for restroom. I will make eye contact with you and nod my head. As you come back in through the door, use the hand sanitizer that's right near the door.

**Appendix C - Attendance policy**

Rehearsals are the core of what we do, so it is ideal that we have every single person for every single day. Obviously, this is not realistic. If you have an excused absence (school event, doctor's note, etc), you are able to make up the points from being gone by either writing up a one page research paper on a piece that we're doing or sending me a video of you rehearsing what we went through during class. You are responsible for reaching out to me to find out what you missed. If you have an unexcused absence (sick without a doctor's note, skipping, etc), the first two I will wave. Any unexcused absence after that will automatically be a zero in the gradebook for the day.

**Appendix D- Behavior policy**

Every single day when you walk through the door, you are awarded three points just for showing up. If your behavior is in line with the rules of the classroom, your grade for the day is 3/3. If you are acting up, not participating, or being distracting and disrespectful to other students, I will first give you a warning by writing your name on the board. If your behavior improves, you still get a 3/3. If you continue acting up, I will put a line next to your name and your grade for the day will become 2/3 , which is a 66%. If you continue to act up, I will draw another line next to your name and take another point off. If it gets to the point where there are three lines next to your name, you will have a 0 for the day and I will ask you to leave the classroom and go to the office, and then find a time to come after or before school and talk to me. These points cannot be made up.

**Appendix E- Letter to families**

To the family of \_\_\_\_\_,

Hello! My name is Ms. Stephanie Otremba, and I am pleased to have \_\_\_\_\_ in my concert choir for the 20xx-20xx school year. We have many great things planned for a talented choir. It's going to be an awesome year!

A little bit about me: I was born and raised in St. Cloud, MN, and attended the University of Mary in Bismarck, ND for my BS in Music Education. I've been singing my whole life and have been involved with various choirs since 8th grade. I'm very excited and fortunate to have this new job here in \_\_\_\_\_!

Here is the list of concert dates and call times for this year. Keep in mind that it is required for all students to be at each concert and on time for the call time. I respectfully request that you put these dates in your calendar now, and let me know as soon as possible of any potential conflicts. These concerts should take priority over almost every commitment.

**Fall Concert**

Sunday, Sep. 20th

7pm

Chapel

Call time: 6pm

**Christmas Concerts**

Friday and Saturday, Dec 3 and 4

7pm

Chapel

Call time: 5:30 pm

Sunday, Dec 5

3pm

Chapel

Call time: 1:30 pm

Spring Concert

Sunday, April 20th

3pm

Auditorium

Call time: 2pm

Pops Concert

Friday, May 15th

7pm

Auditorium

Call time: 6pm

Please do not hesitate to contact me with any questions you may have regarding this year. I'm looking forward to working with this fantastic choir!

Sincerely,

Stephanie Otremba

Phone: xxx-xxx-xxxx Ext: xxx

Email: [firstmiddlelast@example.com](mailto:firstmiddlelast@example.com)