

Successful Classroom Management
 Strategies for developing an effective Behavior Management Plan and managing the complete classroom environment for music ensembles.

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Fulton County Public Schools and
 American Youth Ensembles

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Successful Classroom Management
 For Music Ensembles


Three Main Components of Classroom Management




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Three Main Components of Classroom Management



Insufficient preparation with regards to logistics and instructional planning or pacing will increase frequency and severity of behavior problems.



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OVERVIEW

What do we NOT want?
 Challenges for Teacher Preparation Programs.
 What do teachers want? What do students need?
 How can teachers achieve what they want?
 Does classroom management matter?
 Obstacles to efficient classroom management.
 The source of most, if not all, obstacles.
 Strategies to overcome and eliminate obstacles.
 Components of classroom management and how to put the pieces together.
 Benefits of efficient classroom management?

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What do we NOT want?


-- CHAOS--

Chaos as defined on www.merriam-webster.com

a: complete confusion and disorder: a state in which behavior and events are not controlled by anything.

b: the inherent unpredictability in the behavior of a complex natural system (as the atmosphere, boiling water, or the beating heart) [you can add band rehearsal]

c: a state of utter confusion.





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What do we NOT want?

-- CHAOS--

Synonyms:
 chance, confusion, disarrangement, disarray, dishevelment, disorder, disorderliness, disorderliness, disorganization, free-for-all, havoc, heck, hell, jumble, mare's nest, mess, messiness, misorder, muddle, muss, shambles, snake pit, tumble, welter






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Challenges for Teacher Preparation Programs

NASM Percentages for the Music Education Major
(National Association of Schools of Music)

NASM Handbook 2018-2019
Page 117, section IX.Q.1.b.(1):


- 50% - Studies in Music
(including basic musicianship and performance)
- 30%-35% - General Studies
- 15%-20% - Professional Education



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Challenges for Teacher Preparation Programs

Provide coursework and experiences leading to:


- ❖ An outstanding musician.
 - ◆ Performance skills
 - ◆ Music Theory
 - ◆ Music History
 - ◆ Literature
 - ◆ Conducting
- ❖ A Master Teacher
 - ◆ Knowledge of Content Area
 - ◆ Lesson Plan Development
 - ◆ Pacing
 - ◆ Classroom/Behavior Management
 - ◆ Duties and Responsibilities



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What do teachers want?	What do students need?
Maximized Instructional Time Students focused on tasks	Productive Instructional Time Tasks that are meaningful


A positive & safe learning environment for students and teachers



Respect of each person's human dignity.

- Student to Student
- Student to Teacher
- Teacher to Student







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Why Maximize instructional Time?



- ❖ Teaching 15 band instruments during the same class period.
- ❖ Keep and report accurate attendance records required by law.
- ❖ Insure safety and security of students through effective supervision at all times.
- ❖ Short class periods limit teaching time.
- ❖ Classes might not meet every day.
- ❖ Warm-up at beginning of class.
- ❖ Review and reinforce fundamentals.
- ❖ Teach new skills.

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Why Maximize instructional Time?


- ❖ Evaluate and assess progress.
- ❖ Teach students to TRULY read music.
- ❖ Teach students how to play a band instrument.
- ❖ Teach students to become musicians.
- ❖ Provide timely and meaningful feedback.
- ❖ Distribution and collection of materials.
- ❖ Time needed to assemble/disassemble and swab instruments.

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Does classroom management matter?
Why worry about classroom management?


- ❖ Over 50% of those entering a career in Music Education leave the profession within the first 5 years of service.
- ❖ The main reason: Perceived ineffectiveness in the area of classroom management.
- ❖ Administrators heavily weigh classroom management skills on annual teacher evaluations.



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What are obstacles to efficient classroom management?


- ❖ Lack of sufficient time during the school day to plan. Often, planning time during the school day is used for faculty meetings, instrument repair, answering Email from parents and administrators, processing paperwork required by the administration.
- ❖ Unwillingness to spend time outside the school day as needed to account for time lost during the school day for planning.



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What are obstacles to efficient classroom management?


- ❖ Inability to address the various learning styles of the students.
- ❖ Lack of a plan for effectively dealing with behavioral issues and disruptions to instruction.
- ❖ Lack of vision and/or musical goals on the part of the teacher. (Near-sighted teaching vs. Farsighted teaching). We must teach with Bifocals!
- ❖ Lack of a plan for the efficient use of existing physical space.



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The following are NOT obstacles but ARE excuses.

- ✓ Lack of funds
- ✓ Lack of administrative support
- ✓ Class size




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What is the source of most, if not all, obstacles?

◆ **Bad News:**
The Teacher



◆ **Good News:**
We can control this!



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What are some strategies to overcome obstacles and achieve what we want?


- ☑ Decide what you expect of each student during a class rehearsal.
- ☑ Communicate your expectations with parents and students BEFORE the first day of school.
- ☑ Wording for the list of expectations must have a positive tone.
[\(Class Expectations link\)](#)
[\(Conduct Expectations link\)](#)
[\(Behavior Reminder letter link\)](#)

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What are some strategies to overcome obstacles and achieve what we want?


- ☑ Enforce expectations in a respectful way, **NEVER** intimidate, **NEVER** humiliate, **NEVER** ridicule, **NEVER** use sarcasm.
- ☑ Teach behavior skills as you would musical skills.
- ☑ Refer to behavioral aspects of band class as "rehearsal etiquette". Educate students and parents that rehearsal etiquette is a skill to master just as are scales.



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What are some strategies to overcome obstacles and achieve what we want?


- ☑ Avoid policies or rules that will not be consistently enforced. Otherwise, the teacher exhibits weakness and uncertainty to students.
- ☑ Musical and Behavioral expectations must begin on the first day.
- ☑ Have a clear idea of what is to be accomplished in each rehearsal. If you do not have a plan, then the students will implement their plan. **You will not like their plan!**



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What are some strategies to overcome obstacles and achieve what we want?


- ☑ BEFORE the first day of beginning band in the 6th grade, know exactly where you want your students to be at the end of their 12th grade year and what you hope they will do with music beyond high school.
- ☑ Initial focus must occur at the very beginning of class.
- ☑ Consider having listening example for the day playing as students enter.
- ☑ Physical space should be organized and clean.



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What are some strategies to overcome obstacles and achieve what we want?

- ☑ **Be consistent and persistent.**



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Don't "Diss" Organization.
-Common arguments-

Class is too structured and stifles creativity.
(Even a painter needs the limits of the canvas size to be inspired. Boundaries increase creative thinking.)

Kids won't have "fun" if class is too structured.
(Real "fun" is the result of doing something well after hard work)

An orderly classroom does not guarantee learning is taking place.
(True...but you have no chance of teaching students who can't hear you speak.)


There is no time to do all that planning.
(...but is there time to waste during class everyday due to lack of planning?)



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Common Elements of Effective Classroom Management for Performing Ensembles


- ◇ Expectations clearly communicated on first day of school.
- ◇ Neat, well-organized classroom.
- ◇ Safe, respectful, positive environment.
- ◇ No traffic flow issues.
- ◇ Agenda clearly communicated at the beginning of class.
- ◇ Instruction begins promptly, students dismissed on time.
- ◇ Teacher talk kept to a minimum, students on-task participation maximized.



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Common Elements of Effective Music Classroom Management


- ◇ The director is insistent and persistent with regards to expectations.
- ◇ Academic and Behavioral Expectations are practical.
- ◇ Academic and Behavioral Expectations consistently enforced.
- ◇ Opportunity for redemption after failure.
- ◇ Productive & Efficient rehearsals.
- ◇ Immediate and Meaningful feedback from assessments.



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Addressing Behavior Issues
-- Documentation--

- ❖ Documentation needs to be easy to maintain on a consistent basis.
- ❖ After a pre-determined number of off-task reminders, communicate with parents.
 - ❖ Use E-mail and/or text messages
 - ❖ Use written notification
 - ❖ Use phone calls
- ❖ Communications with parents regarding a child's behavioral issues needs to remain focused on rehearsal etiquette and its impact on the student's learning and the learning of others.
- ❖ Attack the undesirable behavior, Don't attack the student
- ❖ Never let a student's behavior get "under your skin".
- ❖ Don't take behavior problems as a personal affront.
- ❖ Never wait until behavior problems become so frequent and so excessive that the teacher's first response includes administrative intervention.



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Addressing Behavior Issues
-- Documentation--

- ❖ Parents appreciate teachers attempting to work out problems on a teacher/student level. THEN, include parents if problems continue.
- ❖ Tell parents you are making every effort to avoid administrative intervention in order to keep the problem from being documented on the student's permanent record.
- ❖ Most, if not all, Parents WANT to know when a problem is BEGINNING to develop so that they have a chance to intervene. Parents do not appreciate a teacher who has allowed a problem to continue for an extended period of time to the point of crisis before being informed.
- ❖ **IEP: Individualized Education Program**
 - ❖ BE AWARE of a student's IEP BEFORE contacting parents about a problem. For the most part, students with IEPs will not be the cause for the majority of your interactions with students regarding behavioral issues.




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Putting the Pieces Together





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Behavior Management:

- Students must be on task.
- Students must be aware of and understand all expectations.
- Parents and administrators must be **AWARE** of, **UNDERSTAND**, and **SUPPORT** your behavior management plan.




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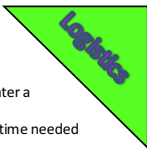


Instructional Planning and Pacing:

- Long-term instructional goals must be in place. Short-term goals must reinforce and support long-term goals.
- Specific goals for each rehearsal must be predetermined and communicated with students at the beginning of class
- Musical progress is cumulative. Don't fixate on a singular issue for an entire class period.
- Keep rehearsal pace brisk and maximize participation of all students.




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Logistics:



- Traffic flow must eliminate congestion as students enter a leave the rehearsal area.
- Storage areas must be strategically placed to reduce time needed to use these areas.
- Set-up must allow for teacher supervision at all times. The teacher should NEVER allow students to be in a situation that lacks teacher supervision.
- Efficient plan in place for distribution and collection of materials, checking attendance, and any other required documentation.

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Left **A**lone **W**ithout **S**tudents **U**nder
Intense **T**eacher **S**upervision

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In Conclusion: Benefits of an Effective Classroom Management Plan.

- ❖ With better classroom/behavior management, each class is more productive.
- ❖ Students don't have to sit through rehearsals that lack focus.
- ❖ Students feel safer and more fulfilled being part of a productive music ensemble.
- ❖ Students are more likely to practice at home when needed if their perception is that class time is being used efficiently and not being wasted due to the teachers poor management skills.

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Additional Resource


The Band Director's Book of Secrets
By
Charles R. Jackson, D.M.A.

Available through:

Amazon	Kindle	Ciando
iBooks		Gardners
Barnes & Noble		Baker & Taylor
Kobo		Vearsa
eSential		Copia
Scribd		

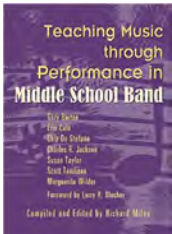


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Additional Resource

Teaching Music Through Performance in Middle School Band
By
Gary Barton
Erin Cole
Chip DeStefano
Charles R. Jackson
Susan Taylor
Scott Tomlison
Marguerite Wilder



Chapter 4: Mastering Fundamentals

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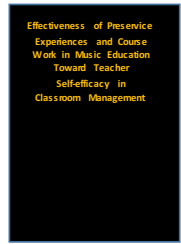


Additional Resource

Effectiveness of Preservice Experiences and Course Work in Music Education Toward Teacher Self-efficacy in Classroom Management

By
Charles R. Jackson, D.M.A.

Doctoral Dissertation, published through ProQuest, 2008
UMI number 3370983



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