**Classroom Management Model**

1. **Classroom Rules**
	1. Respect each other and each other’s property.
		1. Mutual respect between all parties is of the utmost importance for an inviting and productive workspace. This includes being considerate of others and treating all equipment responsibly.
	2. Practice integrity at all times.
		1. Honesty is always the best policy. Any and all problems can be solved more quickly and efficiently if everyone is honest. Lying is a quick way to lose someone’s trust, and it also counts as being disrespectful which is a violation against rule a.
	3. Always show up to class prepared with both a good attitude and all required materials.
		1. Always show up to class with your instrument, assigned music, a pencil, and smile on your face (yes even if it is fake).
	4. All electronic devices are allowed into the band classroom, but must be used responsibly. If a student misuses their electronic device in class, they will be prohibited from using their electronics for the remainder of the term. The definition of “misuse” is subject to the teachers discretion.
		1. Students should use their devices responsibly, and not when they are being asked to do a different task. Students are expected to take ownership of their actions and use electronics only at appropriate times. Electronics can enhance class in many ways, and I would like to maintain their useful nature without allowing them to become a distraction in class. This will be accomplished by a mutual respect between the teacher and the students.
2. **Philosophical Approach to Dealing with Misbehavior & Challenging Students**
	1. Discipline in the classroom is something that should be handled with extreme care. If students are completely out of line, it can derail all learning for that particular lesson/class period; however, if a teacher is too controlling and shuts down every single bit of individuality within students, it can create an environment of resentment and stifle creativity within their young minds. Therefore, it is the job of the teacher to help maintain a healthy, open, and productive environment for all students to learn. This includes the teacher’s willingness to lesson plan in a way that is conducive to orderly, yet thought-provoking learning.
	2. Age can be a huge factor when talking about disciplinary strategies for problematic students. The younger students are, the more exhaustive instructions should be in terms of planning a lesson. Extremely young students need explicit instructions that give every single step of the process. Elementary level students can get off-task in a matter of seconds during any transition, so the teacher must plan exact instructions and behaviors for every second of class time. As students progress into the secondary education field, they require less in terms of precise guidelines. Even so, this does not mean that a teacher can “slack off” for older students. Even though a less detailed plan may work for secondary students, the attention must be added somewhere else. While young students are quite easily entertained, it is much easier to capture their attention. Secondary students need real, thought-provoking material in order to stay engaged. One of my goals as an educator is to provide lesson material and a classroom atmosphere that keeps the attention on the lesson, and minimalizes opportunities for students to misbehave. Having set expectations in the classroom are one of the best ways to accomplish this. If the students know exactly what to expect and why, they are more likely to stay within your class’ set of guidelines.
	3. Finally, in the event that a student misbehaves despite all reasonable efforts to keep them engaged, they should be removed from the classroom. Respect is a huge cornerstone in any classroom I work in. If a student cannot contain themselves in class, they are disrespecting other students’ right to learn. If the actions of one are affecting the success of many, I think it best for the one to be removed from the situation. If a healthy relationship has been kept with students, the teacher should be able to inquire to the student later about their behavior. Being able to talk about incidents and work towards a better future solution is the key to minimalizing problems and maximizing student interest and development.
3. **Classroom Student Anecdote**
	1. Background information
		1. For the sake of anonymity, the student in this section will be called Clyde. Clyde is five year old boy, and he is in kindergarten. Clyde is a good-hearted kid and shows a true intent of helping out the teacher and his fellow classmates. When he participates in class activities, he is always eager to volunteer and shows enthusiasm towards learning. His academic endeavors go pretty well when he is able to maintain on task. Clyde’s idiosyncrasy is that he is extremely energetic and has been diagnosed with ADHD. This can make it hard for Clyde to stay on task. When he doesn’t get his way or when he feels as though people aren’t listening to him, Clyde is extremely vocal about his concerns and can sometimes cause disruption for the class with angry outbursts.
	2. Description of the incident
		1. During kindergarten music class, the students were taking part in an activity. The general objective was for one student to draw some kind of curve, from the left side of the whiteboard to the other, including ups, downs, and loops to create a squiggly line. Then, all students would vocalize a pitch and move it up and down accordingly as the teacher used a pointer to follow along the squiggle from left to right. This allows young students to explore concepts of high and low within their own voice. The incident arose when it came to be Clyde’s turn to draw the line. Clyde drew his line across the board, and the class responded accordingly; however, after Clyde’s turn was over, he insisted on getting to go again. He wanted to continue drawing the lines and not participate in the vocal side of the activity. Obviously, this wouldn’t work because it doesn’t allow all students to have their chance at drawing on the board. Clyde was persistent with outcries and exclamations about his desire to continue the drawing role. The teacher initially responded in a calm manner, simply telling Clyde “It wouldn’t be fair to our other friends who haven’t drawn yet if you got to go twice. We’re going to try and let everyone have a turn, and then if we have time at the end we may let some people go twice.”
	3. Discipline measure used
		1. The first comment that the teacher gave to Clyde was somewhat effective. It was easy to see that the possibility of getting to again later sparked Clyde’s interest, but after a few seconds, he decided that wouldn’t be good enough. He then continued to scream comments such as “NO! I want to go NOW.” The teacher tried one more time in a calm fashion to rationalize with Clyde. In addition to talking about fairness, the teacher mentioned that she had other fun activities planned for the class period. She then made the comment that if this activity didn’t get finished, that they wouldn’t be able to advance to the other fun activities that were in store. Clyde was completely unphased, and he was completely caught up in the moment. The teacher then made Clyde go sit at his desk for the remainder of the activity. Originally, the plan was to leave him there for the whole time, but then something changed. While sitting in his seat, Clyde started vocalizing along with the other students. As a reward for choosing the right action without being told, Clyde was given another shot at drawing a line on the board at the end of the activity, along with a couple other students for fun. Clyde cheered up after this and didn’t have any other outbursts for the rest of the class period.
	4. Assessment
		1. Originally, the first couple of comments that the teacher made to Clyde were minimally effective. It was a good effort, and the respectfulness as well as the calm attitude that the teacher employed should be used in all disciplinary situations at first just as this teacher did. Then, once the teacher realized that the student wasn’t going to comply with simple, mutually respectful instructions, she started to take a slightly more authoritarian sort of role. The teacher chose to sit the student out of the activity at that point. I think that this was the right choice because the teacher realized that alone time would give Clyde time to calm down. If the teacher had tried to reason more with Clyde, it could have turned into a screaming match. So, by just giving Clyde his own space, I think the teacher avoided a bigger class disruption. Also, the unexpected participation of Clyde was a happy accident after sitting him out. Once Clyde started to participate, he was rewarded for his good behavior. “Try and catch the kids when they’re being good.” This is a phrase that really resonates within my philosophy of education and practices as a teacher. This teacher I observed did a fantastic job of this, because she instantly held no regrets towards Clyde’s wrongdoings, and moved him towards being a productive member of the group again. Channeling a child’s energy and using their own momentum to push them in the right direction is a great strategy to utilize. Overall, I think the teacher I observed handled the situation extremely well, and the benefits showed whenever Clyde joined back in on his own due to his excitement about the learning happening.