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Classroom Management Plan
Grades 9th-12th
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Scope Of The Plan:

Through an educator's career, there are strategies that can assist them in maintaining classroom management for various populations of students. By creating a set plan for classroom management, I will have an organized document to reference as well as add to when discovering new pedagogical practices that were effective. A teacher's ability to create classroom organization coexists with the creation of a safe, productive, and friendly environment for learning. An effective system will result in higher academic achievement, competencies, as well as social and emotional development in students. I believe a classroom management plan that is tailored by the instructor to best assist students in the classroom is essential for decreasing negative behaviors, and highlighting positive behaviors. When backed with a school-wide approach, the skills learned and the behaviors developed in my class will transfer to other classes and become sustained and established as the students advance in grade levels. My philosophy as a teacher is to promote this positive environment through educating the students in dance while also educating them on twenty-first century skills that will benefit them outside of the dance classroom and cross-curricularly. Creating dancers that are unique, and highlighting how movements evoke feelings is important to me, but I think the process of constructing a well-rounded dancer is just as important as the end product, or the finalized outcome of a dancer who is technically inclined. Having trust and comfort in one's environment is paramount in order to reach a place of vulnerability and growth especially in a dance classroom. Through fostering acceptance of creativity and community in students, I will produce self-motivated individuals who deal with problems in original ways, take others' perspectives into consideration, and use their artistic skills to communicate ideas and collaborate with others in a safe and healthy way.

High school students developmentally are able to think abstractly and understand perspectives other than their own. They have a strong sense of what is right and wrong and make decisions based on consequences for their actions in the immediate sense as well as in a future context. They are understanding and sorting out as well as recognizing their strengths and weaknesses. When held to a high expectation in the classroom, students are able to excel with these developments and behave appropriately in the class, and socially with others. Additionally, a student in high school is beginning to set future goals for themselves and work towards achieving these goals, to which a teacher can influence and cultivate more of these proactive habits in the classroom. Behaviorally, high school students can be problematic in their emotional states in that they can be argumentative and socially focused. In the classroom, this can cause clicks, bullying, and students feeling ostracized from groups. Classroom management would deem beneficial from the authoritative lens to gain the respect of the students as well as push them to work through challenges and reach their goals. When creating a classroom management plan, I will keep in mind the level of development in my high school students to ensure they are building their bodies and brains in the classroom at an appropriate rate. It is important to note that students may vary in their level of development technically and academically, especially when dealing with students with special needs in particular. As a teacher I can address the

students' level of development through asking questions and observing students behaviors and responses in situations in the beginning of the year to take the right approach to how I will address behaviors and expectations in the classroom.

Through questioning and observation, I will also begin to pick up on the culture of the classroom. In my high school dance classroom placement, the classroom is made up of a majority of females with one to two males in each grade 9th-12th. While the dancers are highly skilled, the environment can become very competitive in nature. This can cause many of the students who are not as technically inclined or academically skilled to have low self esteem as well as resort to defeat often when faced with challenges. There also tends to be a large amount of drama among the students due to the students spending many hours a day with each other and being involved in each other's lives a great deal. There are also obvious social groups within the class, some students not being in a particular group. Students feel pressured by their peers to be the best in the class or receive acknowledgement from the teacher. With their difficulties, there also is a culture of support for one another in that they do feel inclined to share their ideas and open up about private information to the teacher and others in the group. I enjoy the classroom community because there is an establishing trust where their dance classroom could be a vulnerable space. Consistency is crucial for establishing routines as well as following through with consequences for inappropriate behaviors. The students adapt well to their routines in the morning when they come into the classroom. They know to come into the space for attendance to be checked before they go to the locker room to change. They wait for the directions for the day before they begin moving and stretching. There is a respect for the teacher in that there is very little talking when not instructed and they keep the classroom clean and organized. They are also aware of the classroom dress code rules as well as expectations for turning in work on time. They ask questions when they have them and enjoy collaborating with others during activities. The culture of the classroom is overall community driven as well as a space where everyone wants to work hard and achieve. As a highschool teacher, I would address the rules and routines in the classroom directly in the beginning of the year. I will present the expectations I hold for the students to set the tone of the class, but keep the expectations at a reasonable level so students are not anxious or stressed in the classroom. The routines will be consistent everyday until they become second nature to the students and do not need to be reiterated daily by the teacher. I believe that routines make students more comfortable in the classroom because they know what to expect each day they enter the classroom. To deal with the competitive nature of the classroom, I can acknowledge all students and give all students equal opportunity to shine and express their strengths. We can develop a social emotional learning plan that when problems arise in the group, we speak about them together to avoid rumors being spread and students feeling betrayed by one another. Through the policy that when you have an issue that needs to be addressed you speak directly to the person or deal with the problem through a group intervention,

the community will become more trusting of one another and students will be lifting each other up through encouragement and showing true care for one another.

The studio space is open with a large mirror with a curtain, sprung floors, and white board space for easy access for teachable moments or to use when visual aids are a part of the lesson. There is a private office in the space that is useful when students want to speak privately to the teacher or when the teacher needs to address an issue privately with a student. This space is useful because the students know what they say can be kept confidential and that they are able to talk to the teacher about private matters in the space. The studio also has an area for yoga equipment and self care tools such as rollers, yoga mats, bicycles, pilates reformers, tennis balls, therabands, and yoga blocks. This space is a great area to have in the classroom because it promotes the importance of self care when dancing and keeping the body safe in order to dance at one's full potential. When I teach, I am able to use the equipment and tools and incorporate self-care into my curriculum as well as teach students how to take care of their bodies for a long dance carrere or a healthier lifestyle. I will continue to promote a culture that is community driven as well as dancers who can be self sufficient in their own learning routines. The space provides plenty of opportunity for students to collaborate in groups and work on multiple activities at the same time. This is important when conducting a constructivist classroom approach because students may not always be working on the same projects at the same time.

A welcoming classroom environment where all students feel recognized and heard is a crucial aspect that will affect the behaviors and experiences in the class. I put an importance on creating an environment that is conducive for learning for all skill levels and abilities. When teaching students with disabilities and diverse skill levels in the classroom, I believe they provide a unique voice to the classroom that can be used as an asset. Creating lessons and providing modifications and accommodations when needed that are specific to students needs will provide an outlet for these students to succeed and will ensure equal opportunity for these students to learn and experience. I can work with these students and all of my students individually to receive feedback from their classroom experiences to further develop what they are looking to work towards in my classroom and goals they want to accomplish. Being in contact with a child's study team can be helpful for creating modifications and accommodations for students that coincide with what they have been working on in therapy as well as that match their ability level. I personally will do my best to get to know every student I teach and what makes them unique because I want my students to feel comfortable coming to me to talk to or ask questions when they are struggling as well as effectively help the student learn in the least restrictive environment. If a student feels comfortable with a teacher and the teacher is receptive to student needs, the student will feel more inclined to look to the teacher for mentorship, rather than dictatorship. By having an inclusive classroom, students with disabilities and different abilities are able to grow as well as challenge themselves in a way that is helpful and enjoyable. I find that for many of these students, the dance classroom is a place where they are able to thrive in school. In a dance classroom, creating a space where students feel they have equal opportunity to be heard is paramount to their success and focus levels. When a safe environment is produced, the dancer is more likely to let go and reach a higher level of self exploration. Taking into

consideration how a student learns best is a great way to keep all students engaged in activities. Teaching using the Spectrum of Teaching Styles will help vary how I deliver information to students as well as how much agency they have over their own learning and discovery of new information. For students of various abilities, some styles of teaching may be more beneficial than others so it's important to try out different variations and keep my teaching techniques interesting to promote a positive attitude towards learning. Having a paraprofessional, whether it be one-on-one for a student or a class paraprofessional can be beneficial for classroom management. I can have a class paraprofessional working with small groups, which will allow the student to have more individual attention. The one-on-one paraprofessional is helpful because they are aware of a specific student's abilities and can express what the student is receptive to, which causes them to shut down. I think it is effective to speak with the paraprofessional about their student to best develop a plan for accommodating that student in the classroom, as well as to receive updates on the student and their experiences. The class paraprofessional could serve as an extra set of eyes in the classroom and reinforce appropriate behaviors in class as well as be available to answer questions.

For students with special needs, providing visual aids can be a useful tool for them to reference during activities. Visual aids can include charts such as Laban Movement Analysis with symbols and pictures, as well as graphic organizers, flashcards, and hand held visuals. I could also use a variety of websites online for immersive activities such as GoNoodle or ClassDojo. Scaffolding activities and breaking down individual movements is helpful for students with special needs. Scaffolding can be done by taking a movement and breaking it down in a way that helps the student understand the basics. I then can add more information and build upon the ideas until they can understand the finished picture and the steps to get to the final goal. This can be done throughout the class activities but also individual movements or phrases. Modifications are helpful for students with special needs in order for them to keep up with their peers. With adjustments to the curriculum, a student is able to learn new information and participate in class to their level of development, such as with alternate assessment expectations or assignments. Accommodations are a great way for students with special needs to keep the same goals as their peers with respect to their 504 or IEP, such as a student with dyslexia, for example, can listen to an audio version of a book that the class is reading. Likewise, a student who has trouble focusing might get seated next to the teacher for redirection and elimination of outside distraction. By implementing these plans, each student can feel that they are being seen in class and that the teacher is taking the time to make their learning experience the most successful and enjoyable.

Teaching with cultural responsiveness is an aspect of teaching I believe is extremely important and effective for student learning outcomes. Cultural responsiveness can take place through a teacher being familiar with their students on a deeper level such as through being aware of their backgrounds, their home lives, what their interests are, as well as implementing those interests into the curriculum. Especially when entering a new school or classroom of students, being aware of the school environment as well as the out of school community is helpful for teaching students in a way that is culturally relevant to their lives and will spark a curiosity in learning. As an educator, I can then take these individualities and use them as an asset to the curriculum and class culture by having a classroom that is culturally diverse as well aware of cultures other than their own. Being aware of students' home lives and diverse

backgrounds will help in understanding a student's behavior. Because cultural norms differ across students, how they choose to behave in the classroom may be based on practices they partake in at home and what they are comfortable doing. Student-centered learning technique can allow students to learn and dive deeper into concepts they personally find interesting and relevant to their lives. Through student-centered learning, students are becoming directly involved in the educational process and have the opportunity to interact with one another and to express their values and opinions. A student-centered learning environment can not exist without trust and open communication. Students must feel that they are being listened to and heard before they are comfortable expressing their opinions and opening up about their lives. With different cultures come different languages. A teacher must be aware that students can use different languages at home than in the class. To accommodate for different languages present in the classroom, providing visual aids in the student's native language can be beneficial and helpful for ELL support. When presented with the word in English and the word in their native language, they can begin to make connections. I will encourage this ELL support and culturally relevant teaching to be a school wide effort. Having a library that includes books about multiple cultures as well as in multiple languages can allow ELL and ESL students feeling included and represented in the classroom. Integrating different cultures of dance styles in a way that is not making the style be seen as 'other' is crucial for not developing an environment where one culture or style is the correct way. This can be done by incorporating cultural dances throughout the year instead of in separate units that are worked on for a time period then not brought up or used again once the unit is over. Giving the students the freedom to use music of their choice and create choreography in a genre of dance of their choice is another way to teach with cultural relevance. While going through guided improvisations, I can change play a variety of genres of music that can allow students to be exposed to different genres, as well as feel comfortable dancing in a genre that is native to them. Like everyone else, I possess unconscious biases about people that are contingent on how they talk and look. Such instant judgments of implicit bias involve automatically categorizing people according to cultural stereotypes. These biases in the classroom can lead to unfair punishments or microaggressions both of which are not welcomed in my classroom. Being aware of these biases is the first step to not letting them affect my teaching or the students' experiences in my classroom. I can also promote the same lens of freedom from biases in the classroom within my students as well.

Incentives need to be used strategically in the classroom especially when dealing with behavior. Using intrinsic motivation in the classroom will lead students to feel competent which can be addictive. Intrinsic motivations for high school students, for example, conquering a challenge, or motivation to engage in the behavior that arises from within the individual because it is naturally satisfying. For behavior, acknowledgment for an accomplishment can be an intrinsic reward. Accomplishments are more meaningful when they are authentic, and feeling competent is itself a meaningful reward. Intrinsic motivation will encourage the student to move to the next level and reinforce behaviors in a meaningful way. That being said, extrinsic rewards can be beneficial in some situations when using positive reinforcements such as tokens or ticket systems. Positive reinforcement can be as simple as positive social feedback such as a smile, head nod, or high five can be enough for a child. I can give the high school students extra time in the yoga center or for younger children allowing them extra computer/ Ipad time can be enough incentive for them to want to behave properly. When offering these rewards, they should be

specific for that individual child. It is also important not to bribe the student because although a bribe can result in a temporary fix, the behavior is less to change later once they receive the reward. Acknowledgment for good behavior such as pointing out a model student who is following directions or making a good choice in the classroom will make other students aware that the teacher is aware of the good behavior but also encourage others to emulate that behavior that was given acknowledgment. The student who is behaving properly will continue that behavior. For problem children, acknowledging their good behaviors instead of consistently shaming their and behaviors can be an effort way to promote intrinsic motivation in these students as well as give them attention for doing proper behavioral practices. Creating a contract of behavior expectations and classroom rules with the class will have students feeling more inclined to follow rules because they feel more accountable for the expectations put in place. For older students, addressing the class rules in a creative way such as 'class mantra' may produce better results for teenagers who look to rebel against authority because they recognize the rules as a form of behavior that is expected in a dance space rather than strict policy.

Once the expectations are made clear, I will make clear the consequences for inappropriate behavior and violation of classroom expectations, especially in terms of bullying in class. I would create a 'no tolerance' expectation for bullying in the classroom. When consequences are laid out clearly, it is my job to follow through with the consequences when the inappropriate behavior occurs in a fair and consistent manner. If situations occur in the class with students that are minor such as arguments, miscommunications, or bullying that is not been a long term occurrence, I can handle the situation within the classroom such as by keeping the students after class to discuss the problem together. I will allow each student to give their piece of what happened and explain why they responded the way they did as well as come to an apology from both parties if appropriate. I can make simple consequences within the classroom such as students having to make up hours in the classroom if they were misbehaving, taking away free time, contacting their parent, or adding extra work for a student for unacceptable behavior. If a behavior problem is ongoing or bullying becomes apparent and a recurring situation, the consequences can be taken up outside of the classroom with a principal or guidance counselor, especially if the child is putting other students in harm. It's also important to me to teach students about teasing one another and the limits of teasing. Students should be aware of how far they can go with one another and when teasing becomes bullying and making another student uncomfortable. This will be easier for the students once the community environment is created. How I deliver consequences to a student must also be from a place of appropriate response. I will not yell at a student or respond from an emotionally charged place. If a student is lashing out or becoming violent towards me , I will remain calm and not add fuel to the fire.

With a high school class, having a meaningful routine will help behavior and help students feel that they belong in the classroom. The routines will become rituals among the students for getting through the class and developing their community or learners. Some practices I can take to develop routines can be standing by the door in the morning as the

students come into the space. This way they know they are being seen and acknowledged as soon as they enter the space. I take attendance as a group so the whole class knows who is present and who isn't, so students feel accountable for each other in the room. I can have the agenda for the day on the board so students know what is coming and how to prepare for the class ahead. A do now will also be on the board for students to review what they covered in the last class and begin class in an effective manner for learning right away. The standards can also be written on the board so students can read the goals for why they are learning the information and what they are working towards. Before students leave there will be a form of a closing activity. The closing activity is a great way for me to assess learning for the day, but also a time where students can reflect on what they learned and look for clarification on what they are still confused about to address for the following class. This can be an exit slip or a closing journal as a time for reflection and students to free write. Through the routines and class procedures.

As mentioned before, a community aspect in the classroom is crucial for prevention of inappropriate behaviors in the classroom. To create this community in the classroom, I need to do more than just state the classroom is a safe zone where students. Team building activities are a great way to bring the classroom together. Social emotional learning activities that teach empathy, how to properly interact, give feedback, or any game that requires the students to express to the class something about them personally where other students can discuss and ask questions to each other is helpful for creating a community in a meaningful way. Keeping desks in a circle instead of a line is a seating arrangement appropriate for all ages. This will allow students to see each other and engage in group discussions easier as well as an opportunity for every student to be seen. For younger students, an SEL activity can be as simple as a jar where students write notes of encouragement to each other. For older students, the activities can be based around eliminating drama in the classroom. Having students having the opportunity to give one compliment to every person in the room in a meaningful way will generate a caring and kind environment that every student feels comfortable in. Getting families involved in what is happening in the class can allow parents to be on board with the classroom community. If parents understand the classroom expectations, they can serve as advocates at home and reinforce the classroom rules in the home. This way students are not being told how to act in one space than having a different behavior expectation at home inconsistently. When the community is established, students will feel more inclined to support each other's education. I can also encourage other students to tell their classmates when they aren't behaving properly or if they see bullying happening. When other bystander students become involved in bullying, the bully is less likely to continue is that they see it is not socially acceptable. It can be as simple as reminding each other to stay on task or reporting a bullying situation to the teacher or office. By getting the whole school involved with the community atmosphere such as by teachers attending school sports events or being present at pep rally, the students will feel supported in their learning and school can become a more comfortable place for learning where the inappropriate behaviors won't be occurring as often.

With all of the efforts being made, it is inevitable that inappropriate behaviors that go against the classroom rules will occur. At this point, if it was a severe case of a case of bullying, I would hold a meeting with the student and the other services at the school such as a guidance counselor. If the behaviors are not ceasing, I could choose to ignore the behavior in hopes that without giving attention to the student, the behavior will eventually become extinct. I can sit problem students in groups with model students to give the problem students examples of expected behaviors. I can also encourage more participation in the SEL activities with this student as well as create activities specifically directed at the problems I'm still seeing occurring in the class from lack of a certain skill set. I can also privately speak to a student who is struggling with behavior problems to find out if their behaviors are the result of a larger problem or situation and get to the intent of the actions.

In crisis situations, I know it is best to act quickly rather than wait for hard evidence before intervening into a situation. If I see a child is going through a crisis such as being abused, abusing themselves, opposing a threat to other students, I can report the student to guidance or child service teams depending on the situation at hand. I can ask students privately if they would like to talk about anything that's bothering them or happening outside of school and let the students know that I am an adult they can come to and trust. Once the students know my classroom is a safe space for them, they will feel supported and empowered in the classroom no matter what they are dealing with emotionally. If approached with a situation, I plan to remain calm and collected so the student does not feel threatened or scared away. When discussing situations with a student, I will aim to speak to them in a way that they know I am listening and empathizing with them. This can mean not making situations about myself or not allowing the student to speak. I need to know that the other students in the class are safe from danger before the class can feel comfortable becoming vulnerable with each other. I can make a plan of action with the students about how they should respond in crisis situations or if they see a friend or classmate going through a crisis situation.

Communication with parents is helpful for reinforcing the classroom expectations in students. I thought the text app was a helpful tool in that parents are able to opt. in to receive a classroom update text where they can see what their students have for homework as well as any important reminders, for example, 'final chapter exam tomorrow', or 'prom money is due in homeroom. Parents are helpful for keeping students organized and following through with expectations. During the beginning of the year when parent teacher conferences occur, I can show parents the space we dance in and get them acclimated to the space where their students are dancing. I will tell them not to hesitate to email or call me if they have any questions or concerns. Do parents know if they see their child struggling with something, they can turn to me. A letter home to parents before school begins can have students and parents aware of expectations before they even walk in the door on the first day.

Keeping close connections with parents is also helpful for understanding students backgrounds and cultures to take into consideration for the students behavior. I can also see how the parent views school and the role of the teacher. In some cultures, the role of the teacher can

differ in the amount of responsibility they believe the teacher has in their students' education. Some parents like to be more involved than others and will require more communication and updates than others. It will also be helpful if I get information from other teachers regarding a parent. If they have experience communicating with a parent or have trouble reaching that parent, it could be useful information. I can ask parents when the best time to contact them is in regards to their work schedules etc. I can also get insight on the student based on their family make up. If I know a student has multiple brothers and sisters and a single mom, or divorced parents, I can understand better how to address the parent and how to work with the student's family situation. By having parents aware of what their students are learning in the classroom, parents and students can become advocates for dance and promote a community that supports students in their dance educational journeys.