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**Rough Draft - Comprehensive Classroom Management Plan**

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## **Introduction**

Classroom management for me begins with the *arrangement of space* in the art studio classroom for an impact on student behavior, *teacher's mental set* for confidence to communicate positively and reduce negativity, and *student self-regulation*, for responsibility and empowerment. These strategies impact student behavior (Kritchevsky & Prescott, 1977; Schwebel & Cherlin, 1972; Weinstein, 1977, as cited in Broome, p 40, 2013) (Allen, p. 2, 2014), empower students to do as well as they can (Marzano, R. J., Gaddy, B.B., Foseid, M. C., Foseid, M. P., & Marzano, J. S p. 104, 2009) (How to Get Students Ready for Learning, You Tube video, Edutopia, 2013), affect teacher behavior (Sutton, Mudrey-Camino, Knight, 2009, p. 130), and I believe are important to the art studio classroom flow. My classroom management plan includes a social emotional component important for positive teaching and learning community; where students embrace the process of struggle and the messiness and frustration in the art making process. My classroom management plan reflects my philosophy in teaching by creating a productive learning environment where the process of discovery can take place and the power of ideas acted upon. Skills and knowledge are acquired and student uniqueness is celebrated. Finally, my classroom management plan includes *project based learning (PBL)/ a choice based art program* for student-centered learning. Programs recognized as “Choice-based art” and “student-driven art course,” consider multiple modes of learning to meet diverse learning needs (Douglas, p.1, 2013).

## **Preparation Before the School Year Starts**

Design of the art studio classroom and organization of materials and equipment effect classroom management and productive work flow. The arrangement of space will be considered for optimum teacher-directed instruction and student-centered learning to take place. The art studio classroom will be clean and orderly with materials and equipment secured. Separating incompatible tasks, such as wet areas from dry areas and organizing materials for accessibility, will help to facilitate tasks expected by the student (Weinstein, 2007 as cited in Broome, p. 44, 2013). Arrangement of space will allow for resources to be used that may stimulate cognitive growth (Fraser & Gestwicki 2002; Steele, 1973 as cited in Broome, p 44, 2013); for multiple

activities operating at the same time creating a place for differentiated learning. The art studio classroom should represent a space for art education where student work, books, prints, and materials are displayed; where photographs representing teacher-students relationship and life interests build a positive classroom culture.

### **Policies / Procedures and Rules**

Setting classroom rules and procedures are necessary for students to identify with the expectations for classroom behavior, citizenship, and responsibility. When students become aware of classroom rules and procedures, expectations are set and owned by the student for



Figure 1. The SMART Teacher Resource: Art Room Rules Poster  
(Source: <http://www.thsmartteacher.com/exchange/resource/337/Art-Room-Rules-Poster>)

appropriate conduct establishing student responsibility and life skills for group learning. Research indicates that rules and procedures should not be imposed on students, but rather created with students (Marazano, et.al, p.5, 2009). A colorful poster (see Fig. 1) provides a way for students to think about self-regulation and responsibility in the art studio classroom and to think of their own choices for self-regulation and responsibility.

Classroom rules for elementary students are made simpler for understanding and delivered precisely to provide greater control, whereas secondary students are given more freedom, respecting their maturity putting confidence in them for appropriate behavior and responsibility.

### **Five Classroom Rules**

Five classroom rules that I consider for my art studio classroom follow below:

1. Do not speak while the teacher is speaking.

2. Restroom requests are given only after the teacher has taken roll and after the teacher is not speaking.
3. Do not interfere with the rights of other students to learn.
4. Follow safety rules for all tools and safe studio practice.
5. Keep your hands and feet to yourself with no horse playing.

Expectations for seat work would be set with noise minimized. Rewards would be given to students who complete additional work, while nurturing love of learning and offering fun and creative opportunities for student engagement (Marazano, p.31, 2009).

To maintain student's attention during teacher-led activities, I may take a "quick poll" by asking a thumbs up or thumbs down question, use of "countdowns" 5, 4, 3, 2, 1, and "call outs" of student names who are following for group attention. I would use student assistants for selection processes and activity work flow (p.31-33). Strategies I consider using include signaling by turning off the lights, a quiet voice as a role model to encourage students to also quiet down, and praise by using their name for attention and behavior. I would consider a daily warm-up activity to get students immediately on task, such as a drawing exercise that is fun, intriguing and easy for any student to do.

### **Safety and Legal Requirements**

Safety in the art studio classroom not only includes following safety rules and procedures, but includes maintaining appropriate behavior, self-regulation, and managing problem behaviors. To acknowledge appropriate behavior, I consider using a smile or verbal affirmation such as "thank you," "good job," "your doing very well there," and "I like that!" I may also pass out school reward "bucks" for begin caught in appropriate behavior, which would be used for school drawings. Teaching students self-regulation will benefit them by instilling a sensitivity and consciousness about their own actions toward others and toward situations they may be up against in the studio classroom. Students develop strategies for self-regulation and responsibility and become owners in classroom management. Preparing students to learn, by first teaching students self-regulation, will help students perform academic tasks and better equip themselves for the process of learning, such as Mount Desert Elementary School in Northeast

Harbor Maine has done (How to Get Students Ready for Learning, You Tube video, Edutopia, 2013). By taking time to reset emotions first, students were prepared to take responsibility for learning. Proven responsive classroom techniques such as yoga exercise/poses or stretching, music, and/or conversation with morning meetings, students reduced stress and composed themselves for a fresh start before any learning took place (Edutopia, 2013). Introducing a social emotional component to the art studio classroom would prepare students to meet obligations of self-control, which is crucial working with art materials, equipment, and a variety of activities.

Student Code of Conduct and Discipline at my placement of intern, Academy Charter School, follow:

### **G. Student Code of Conduct and Student Discipline**

The Academy Charter students are expected to demonstrate self-control, good character, orderliness and cooperation. Students are expected to model respect and good citizenship, be responsible for their actions, and to accept the consequences of their behavior. Use of appropriate language will be emphasized. Intoxicants and drugs are prohibited except when use for possession lawfully prescribed by an authorized medical doctor or dentist. Dangerous weapons and devices are prohibited.

The Academy Charter operates under the guiding principle that involving students in the design and administration of those codes best fosters compliance with school and community codes of discipline. Concepts of “deterrence and retribution,” and “reform and punishment” will be explored using age appropriate models. One of the most important ways in which the Academy Charter will ensure that students are able to maximize their contribution to their own development, will be extend to them right – and the ability, to act and think for themselves. This principle is not to be confused with encouraging selfishness. Teaching students to think and act for themselves is not to be equated with teaching them to think and act as they please. Students will be taught that compliance with reasonable behavioral restrictions fosters, rather than impairs, freedom and individuality, and that disruptive behavior jeopardized it. Discipline will be defined as a system of rules essential to maximum self-expression rather than antagonistic to fit.

Positive Discipline, by Jane Nelson, Ed.D., is used as a model. The Academy Charter will utilize behavior management in the form of green = outstanding behavior, yellow = warning and self-reflection, red = contact and meet with parent to establish a personalized behavior management plan. Fair and reasonable opportunities for behavior modification will be made available. A student failing to alter negative behaviors defined in the student’s personalized behavior management plan may be dismissed from the Academy Charter. (Academy Charter, 2007)

To acknowledge inappropriate behavior, I would address the issue and redirect the behavior. I may also give a disappointed look, and make the “shhh” sound. A school-wide handclap is used to get class attention at Academy Charter. All students are required to clap in response to the teacher’s rhythmic clap of three claps. The class is then redirected.

The Alaska Standards for Quality Schools, regulation 6 states, “the school environment is supportive and physically safe” (1997). Safety requirements within the art studio classroom would be posted and visible to everyone. Concerns include exposure to possible toxic materials and should be handled properly with ventilation in place; wet areas should be cleaned up immediately; tools and equipment should be kept in good working order and used according to manufacture instructions; loose fitting clothing and jewelry discouraged, and hair should kept

secured. Use of non-toxic materials is imperative. Hanging decorative safety slogans around the room to remind everyone to follow the rules is encouraged (Hurley, 2014).

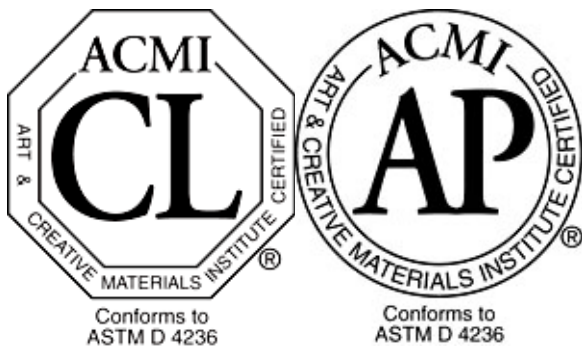


Fig. 2 ACMI-certified CL Cautionary and AP Non-Toxic Label product seals are located on packaging warns health caution or indicates products are non-toxic. (Source: <http://www.acminet.org/>)

The Art And Creative Materials Institute, Inc. (ACMI), an international association for safety in art and creative products, certifies art material manufacturers and promote safety in art and creative products. Recognized by designated ACMI-certified product seals (AP

Non-Toxic and CL Cautionary Label) (see Fig. 2), these seals indicate that products have been evaluated by a qualified toxicologist and labeled in accordance with federal and state laws (ACMI homepage, 2014).

## Student Diversity

Teacher-student relationships can be thought of as the teacher “caring” and the student, being “cared for,” but what does “caring” mean? According to a literature review in *There’s No Big Book on How to Care: Primary Pre-Service Teachers’ Experiences of Caring* by Kemp and

Rupert (2014), “not all caring relationships are equal relationships...the student-teacher relationship is inherently unequal, though it is argued that the inequality is located within the role of teacher and student, not within the actual care giving itself (Leavitt, 1994; Noblit, 1993 as stated in Kemp)... caring typically involves ‘the establishment of meaningful relationships, the ability to sustain connections, and the commitment to respond to others with sensitivity and flexibility’” (Goldstein & Lake, 2000, p. 862 as stated in Kemp p. 114).

I will find ways to build a teacher-student relationship with my students. Students want to feel they are known, understood, appreciated and recognized. To recognize each students personal uniqueness, their interests and needs, I look to greet students at the door with a smile. I will try to address issues students bring to me to show I recognize and care about their needs. Following are recommendations I plan to show interest in my students:

- Discover and incorporate their personal interests into my lesson plan.
- Take notice on their accomplishments and important events going on in their lives.
- Interact with them individually (Marzano, et.al., p. 59 2009).

Considering life circumstances of each student that may affect learning and classroom behavior, five behavioral categories below will help to make distinctions to deal with specific issues:

1. Passive - fear of relationships and failure, needs encouragement more than others
2. Aggressive - aggressive-hostile, takes a lot of management time; aggressive-oppositional, tends to blame others; aggressive covert, avoids discipline. All these take firmness, positive attention, and creativity.
3. Perfectionist - driven to succeed, control and propelled by expectations that lead to procrastination or abandonment. Talk about benefits of a positive attitude instead of focusing on performance; it’s okay to make mistakes.
4. Attention Problem - with hyperactivity and without hyperactivity. Teach organization and planning skills.
5. Socially Inept - generally don’t fit and annoy others. Instruct on how to relate to others by using social courtesies (Marzano, et.al., p. 71-76, 2009).



I plan to make myself aware of the needs of different types of students, and as well, referring back to self-regulation and social emotional component for learning will help me to connect with the needs of all students.

### **Community Resources**

Local community resources I would use to enhance instruction and create interest with field trips, Artist in Schools program, and educational activities include the following:

Alaska State Council on the Arts <http://education.alaska.gov/aksca/#>

Anchorage Museum <https://www.anchoragemuseum.org/>

First Friday Day of Art <http://www.anchorage.net/itinerary/anchorage-first-friday-art>,

Alaska Native Heritage Center <http://www.alaskanative.net/>

Alaska Center for the Performing Arts Center <http://www.myalaskacenter.com/>

### **Planning and Conducting Instruction**

My aim will be to set the tone and take the lead in classroom instruction, setting rules and consequences. Offering time and understanding I hope to cultivate attitudes and behaviors that will empower students for self-regulation and social skills for developing and strengthening personal responsibility for learning (Marzano, et.al., p. 101, 2009). Plan and instruction includes a social emotional component to classroom management, to seek out strategies for behavior such as discussions/ morning meetings, music, stretching etc. My classroom management plan will cultivate empathic listening skills for student awareness and understanding of others, as well as their own voice for a productive art studio environment; “to listen to another individual’s beliefs about a work of art and consider the individual’s reason for holding those beliefs,” outlined in Alaska Art Content Standards, D4 (p. 28, 2006), is empathic listening through the role of art education on social skills for student learning.

## Summary

Classroom management for me begins with the *arrangement of space* for an impact on student behavior, *teacher's mental set* for confidence to communicate positively and reduce negativity, and *student self-regulation*, for responsibility and empowerment. My classroom management plan includes a social emotional component important for a positive teaching and learning community. My classroom management plan includes *project based learning (PBL)/ a choice based art program* for student-centered learning. Design of the art studio classroom and organization of materials and equipment effect classroom management and productive work flow. The art studio classroom should represent a space for art education to build a positive classroom culture. Setting classroom rules and procedures are necessary for students to identify with the expectations for classroom behavior, citizenship, and responsibility. Expectations, rewards, and nurturing love of learning offer fun and creative opportunities. Safety in the art studio classroom includes following safety rules and procedures and maintaining appropriate behavior, self-regulation, and managing problem behaviors. Strategies to maintain student's attention during teacher-led activities include signaling, role model, and praise. Introducing a social emotional component to the art studio classroom would prepare students to meet obligations of self-control for working with art materials, equipment, and a variety of activities. Students develop strategies for self-regulation and responsibility and become owners in classroom management. To acknowledge inappropriate behavior, I would address the issue and redirect behavior. I will find ways to build teacher-student relationship by recognizing each student's personal uniqueness, interests, and needs while considering life circumstances of each student to deal with specific issues. Local community resources will be used to enhance instruction and create interest. My aim will be to set the tone and take lead in classroom instruction, setting rules, and consequences offering time and understanding. My hope is to cultivate attitudes and behaviors that will empower students for self-regulation and social skills for developing and strengthening personal responsibility for learning.

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