

Wayne Moore

High School Studio Art- 10th Grade
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Philosophy of Classroom Management

As a teacher I aim to provide a comfortable and welcoming classroom environment for my students. My strategies are influenced B.F. Skinner, Haim Ginott, Lee and Marlene Canter, William Glasser, and Edward Ford. The combination of their theories helped me develop a management philosophy that I believe creates a learning space where students are respected and are not discouraged from expressing themselves in their artwork.

I understand that every student has their own way of learning. But I believe that humans learn best through personal experience and problem solving. Allowing students to take their learning process into their own hands is important to them building a thorough understanding of what they need to learn. Realizing what you do not already know, and seeking that information produces a truly effective learning process. Some students struggle with this and it is up to the teacher to accommodate to those struggles so everyone in the class can learn the best they can. I believe that multiple intelligences exist and having a student-centered classroom is best suited for letting students learn in a way that is best for them.

Students are more motivated to learn when they know there is a support system behind them. Everyone in the class should work together so everyone accomplishes the goals of the assignments. I believe a class is not successful unless every member of the class understands the material.

A classroom should be engaging and keeps the students interested. If the classroom meets the interests and needs of the students, they are less likely to misbehave. However, I believe students are responsible for how they behave and should own up to their misbehavior. No student is perfect, and their behavior will show that. But if their misbehavior is repetitive, hinders the teacher's ability to teach or the students' abilities to learn, the student needs to be addressed and redirected. That redirection can be done by reiterating the significance of classroom expectations and giving them the opportunity to self-reflect on their actions. If they then choose to continue misbehaving, they will face the appropriate consequences. I believe initially giving students the benefit of the doubt is important, so they do not feel inferior. Power struggles are already a conflict for students during adolescence, and I do not want to add to it. I want my students to understand that I am in charge of my classroom, but they have the space to share their thoughts or opinions. Communication between a teacher and their students builds trust and students are more likely to listen to a teacher if they trust them.

Teaching is an art with a lot of components. Organization is crucial to be an efficient teacher. Structure, routine, and easy access to information are my keys to effective classroom management. Students need to be given a fair environment to learn and succeed in.

Classroom Rules

Development of these rules was influenced by looking back on classes I had in high school. The rules that I thought that created an environment I felt was efficient and positive strongly influenced my rules

1. Arrive on Time

- a. Attendance is taken right after the late bell goes off. Students who arrive late to class, without a hall pass, will subsequently face the consequences outlined in the building's attendance policy.
- b. Lessons and/or demonstrations take place right after attendance. If students are late, they will miss instruction. Catching up will take away from their work time and put them at a disadvantage.

2. Stay on Task

- a. Class time is limited, and students are expected to use all of the available time outside of instruction to work on their assignments.
- b. Staying on task decreases distractions and helps maintain an efficient learning environment.

3. Listen to Others and Participate in Class Critiques/Discussions

- a. Other students may have the same question or concern as you. Listen out to hear the teacher's response.
- b. Art is the expression of one's personal views. Everyone is expected to listen to others and respect their opinions. Remember to treat others how you want to be treated.
- c. Getting involved in critiques is part of class participation. Listen to your peers, share ideas and opinions, respect each other, and do not be afraid to ask questions.

4. Clean your Workstation Appropriately

- a. Put supplies back where they belong. It will make everyone's learning experience much easier.
- b. If you make a mess or see a mess, it is expected of you to clean it up. Hold your peers accountable and make sure the entire work area is clean. It's important to be fair to everyone who uses this classroom and give them a clean space to work in.

5. No Food, Drinks, Gum or Candy Permitted

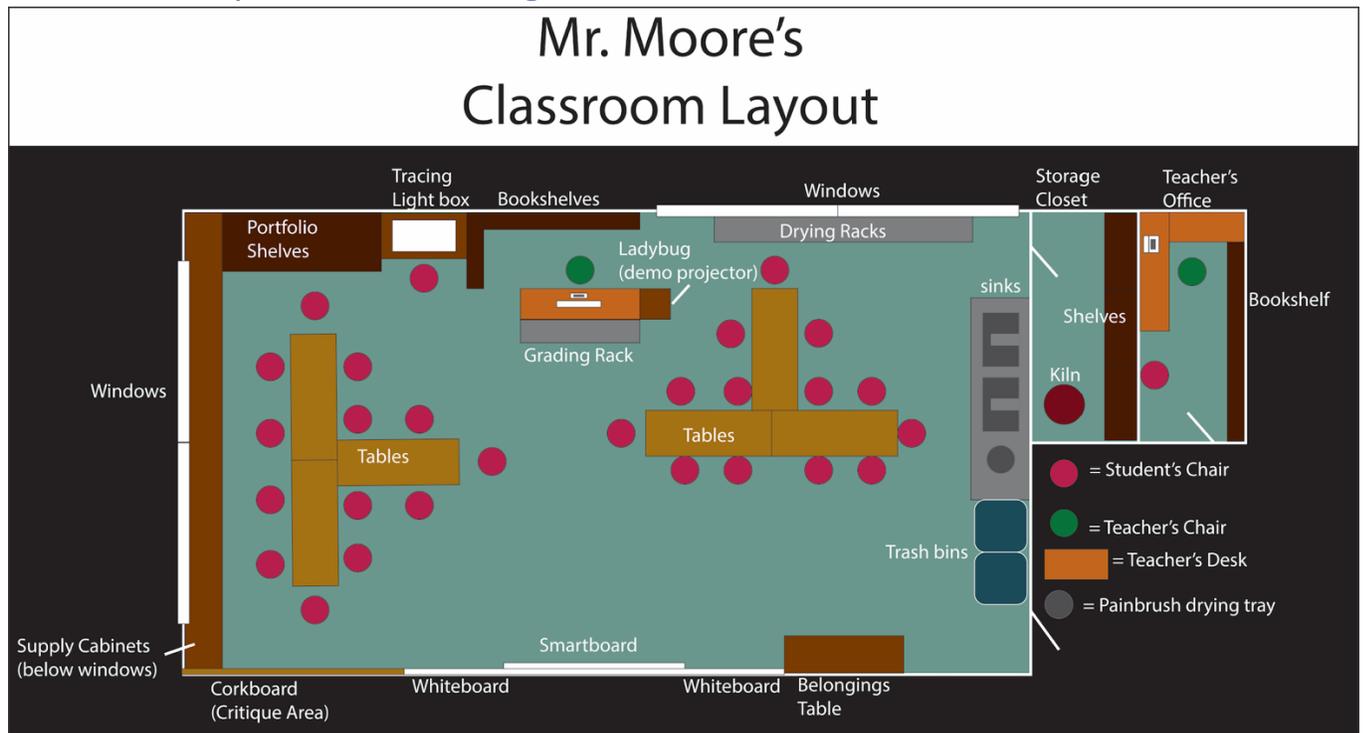
- a. We will be working with materials that are harmful if ingested. Eliminating food from the classroom lowers the chance of accidentally ingesting something that will harm you
- b. Eliminating food also decreases the chance of spills and leaving crumbs that can attract pests.

Classroom Procedures

- 1. Students must leave their backpacks and jackets on the “belongings” table in front of the class**
 - a. On the first few days of the school year, I will stand by the door and greet the students. As they enter, I will direct them to put their bags on the “Belongings” table and find a place to sit.
 - b. Before attendance, I will remind students that their bags should be on the “Belongings” table if they have not done so yet
 - i. Keeping all the bags and jackets in one area frees up space in the classroom and prevents students from rummaging through their bags
- 2. If a student is absent from class, they should meet with the teacher to find out what work they may have missed.**
 - a. It is the student’s responsibility to find out what they may have missed.
 - b. Whenever a student is absent from class, I will email them to meet with me and find out what they missed.
 - i. If absences are repetitive, I will notify their parents/guardian by email.
 - ii. This is done to encourage children to be proactive in their education. Not every teacher will chase them down to give them their missed work
 - c. At the end of every class for the first few weeks of the school year, I will announce that anyone who was absent should meet with me to find out what they missed.
- 3. Students must write their name, period and date on the back or bottom of their artwork**
 - a. Unnamed artwork will not be graded
 - b. Before starting their work and before cleaning up, students will be reminded to add their name, period and date on the back of their artwork.
- 4. Ask 3 Before Me**
 - a. If students have a question they think may have been covered already, they should ask three neighbors before asking the teacher.
 - i. Each table will have anywhere between 4-8 people. Discussion is encouraged as long as it does not get disruptive.
 - b. Encourages students to interact with each other
 - c. Prevents students from admitting to the teacher that they were not paying attention
 - d. During the transition from instruction to execution of the activity, teacher will remind students of 3 before me

A classroom contract with the rules and procedures will be reviewed and signed by the students on the first day of class. A copy of the agreement will be sent to each student’s parents/guardians to keep them familiarized with the rules and procedures as well.

Classroom Layout / Seat Arrangement



This arrangement encourages students to interact with each other, which is vital to my management style. I want my class to be Learner-Centered, where students communicate with their groups, collaborate or expand ideas while working on their projects. But, if I need to conduct a lecture or presentation, the front of the class is open, and the smartboard is easily visible.

When I arrange the tables together this way, they also allow me to quickly layout materials and supplies. Then during the cleanup time, students can quickly and neatly put the supplies they used in the middle of the table.

I believe having my desk in the back of the classroom discourages me from sitting and teaching. I want my students to think that I am excited about what I am teaching. Also, not having my desk be the first thing students see is more inviting and makes the class appear more student-centered. The students will see their offices first and helps eliminate the authoritarian feel of teacher-centered classrooms. Moreover, being located behind the students makes it easier to see when students are off-task. Typically, when the teacher's desk is upfront, students can see when I am watching them. But having my desk in the back requires students to turn around to see if I am watching them. Students frequently looking back is an easy way to identify students who are not on-task. Lastly, walking to the back of the class is a lot less intimidating than walking to the front. That way, students are more likely to come up to me if they need help or have questions their neighbors could not answer.

Three Inappropriate Behaviors and Three Appropriate Behaviors

Side conversations during instruction - Inappropriate

- To prevent students from having side conversations, I will constantly move around the room, changing my proximity between me and all of the students. This will maintain respectfulness and keeps students focused on me and not allow them to get sidetracked.
- If the side conversations are brief and not disruptive to other students, I will ignore it. It may be a way of drawing attention and ignoring it may stop it. (Dreikurs)
- If conversations continue, I will use direct eye contact and/or wait time to subtly show them that their behavior is beginning to get disruptive and they should stop
- If the conversations continue to go on during instruction, I will go over to the students who are talking and give two options. I will use a "You can either do A or do B. I would prefer if you did A" statement. "A" is the replacement behavior and "B" is a consequence.
 1. E.g. "You two can either stop talking or I will separate you and give you two detention. I hope you both choose to be silent."
- If conversations still continue, the students will be separated and given detention.

Students giving positive and constructive criticism during critiques – Appropriate

- Participation in critiques is part of the grading criteria on each project's grading rubric. I will encourage the importance of participation while introducing the assignment and before the critique starts.
- During the critique, I will acknowledge each student's comment and praise students who make constructive responses
- Afterwards students will receive positive feedback on their rubric for participating in the critique

Students being rude/disrespectful to one another – Inappropriate

- "How are you supposed to speak with each other?" (Responsible Thinking Process)
 1. If the student accepts responsibility for the misbehavior and behaves appropriately for the remainder of class
 2. If student becomes disrespectful again, I will speak to the students involved in private and find out what the issue is
 - a. The student(s) at fault will be given two options
 - b. "You can either stop and get back to work or go to your house office work on your project there. I hope you choose to stay and be respectful."
- If the disrespectful behavior continues and the student(s) is sent to their house office, their parents/guardians will be notified by email.

Helping their classmates when they see them struggling – Appropriate

- Some students may be too shy to ask for help directly. Seeing someone's struggling and offering help adds to the sense of community the teacher is building for the classroom.
 1. It is often quicker for students to seek help in each other than it is to seek help from the teacher who may be busy.
 2. Initiating conversation can be intimidating to some students. So, if they begin to struggle, they would rather suffer in silence than seek help.
 3. Helping student will get verbal praise if the help is noticed
 4. The teacher will follow up with the struggling student in private to see if there are other things, he or she may need help with

Arriving late to class – Inappropriate

- Students are discouraged from being late because class starts on time every day.
 1. Class starts off with attendance and instruction that outline the operations of the day's class. Missing this puts student at a disadvantage for succeeding in the day's lesson.
- First unexcused lateness results in a warning and the student will be marked as on time. But they will be reminded that if they arrive late without a pass again, they will be marked as such on attendance and the student's grade may or may not be lowered as described in the school wide policy.
- If the student is late due to circumstances out of their control, the lateness will be changed, if they meet with the teacher after school and describe what happened.
 - a. They will be encouraged to get a hall pass from the office if they are arriving late again.
 - b. If the unexcused lateness continues, the attendance marks for that day will not be changed, and student must face the consequences outlined in the school's attendance policy.

Stayed on task during work time – Appropriate

- If students remain on task through class, it will be marked positively in their grading.
 1. Staying on task is one of the class rules and students are expected to use time wisely.
 2. If students do so consistently will be rewards by having high scores in class participation and will receive positive comments on their progress report

Focused Learner – Behavior Intervention Plan

Student: Chris Christian (17 yrs.)

Date: 5/5/2020

Parents: Mr./Mrs. Christian

School: Manhattanville Learning Academy

Support Staff: Behavior Aid

Teacher(s): Mr. Moore

DESCRIPTION OF PROBLEM BEHAVIOR

Chris does not comply with directives to complete his work.

HYPOTHESIS STATEMENT

Chris does not comply with directives to complete his work because of his function of his feelings of inadequacy.

INTERVENTION PLAN

Prevention Techniques

Staff will ask Chris to briefly tell them the steps to the assignment.

Teaching Replacement Behaviors

Chris's behavior aid will teach him to ask his neighbors at his table for help when he is struggling on a project

Positive Reinforcement

When Chris complies with directions and completes his work, he can be the "class assistant" (i.e. He helps the teacher with tasks around the class or helps the wheelchair bound student)

Planned Consequences

If Chris is given a directive more than twice, he will be given a positive reminder. (e.g. "Hey Chris. Let's give this project a try. We really want to see the cool artwork you come up with. You can do it!")

Home Interventions

A copy of Chris's behavior log will be sent to his parents/guardians after each program review meeting by email.

Schedule for Program Review

Staff will meet to review Chris' behavior on Tuesday and Friday.

Signatures: <i>Wayne Moore</i>	Date: 5/5/2020
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Home Communication

Welcome letter to students' households



Welcome To Art Class!

Manhattanville Learning Academy
Grades 9-12

Mr. Moore	Room #423	wmoore@mville.academy.edu	Ext. 2456
<p>Students will attend class every day (Monday - Friday) for a 48 minute class period. In all of the art courses I teach, my students will explore the artistic process to create, reflect, and present their ideas. We will discuss ways to execute a project. We will explore the materials and techniques. There will also be an emphasis on art history to help students take inspiration and learn how to interpret art.</p>			
<p>Questions? Comments? Concerns?</p>			
<p>Feel free to email or call me during school hours (8:00am - 4:00pm) and I will get back to you within 24 hours.</p>			
<p>Foundations of Studio Art (9-12)</p> <ul style="list-style-type: none"> - Graffiti style drawing, Still life drawing, Landscape painting, Clay sculpture - One page paper on favorite artist 			<p>Manhattanville Learning Academy follows the National Core Arts Learning Standards</p>
<p>Drawing and Painting I (10-12)</p> <ul style="list-style-type: none"> - Still life drawing, Grid portrait drawing, Astronomy painting/drawing, - One page artist bio 			
<p>Drawing and Painting II (11-12)</p> <ul style="list-style-type: none"> - Still life drawing, Grid family portrait drawing, Lifesize self-portrait painting/drawing, Class mural - One page artist statement 			
<p>AP Art: Drawing/2D (10-12)</p> <ul style="list-style-type: none"> - AP Art is a course designed to get students prepared for college level art courses. Breath and Concentration portfolios will be developed and uploaded at end of course. - Summer Assignment, <u>Two</u> powerpoint presentations, <u>Two</u> museum visits - <u>AP Art Show held in May</u> 		<p>Art Honor Society Monday 3:30 - 5:30, Rm 423, Mr. Moore (Advisor) Open to all students. Make art that will be displayed around school and around time. Community service hours available. <u>Students who complete >15 hours will be invited to the induction ceremony in May.</u></p>	
		<p>2020-21 Art Shows</p> <ul style="list-style-type: none"> - Drawing and Painting (I, II, III) December 2020 - Foundations of Studio Art March 2021 - AP Art (Drawing, 2D, 3D) May 2021 <p><i>*Exact dates will be determined on a later date*</i></p>	
		<p><u>Instagram</u></p>	
<p>Students should always remember the <u>three R's</u> while in an art class: Always be Respectful, Responsible and Reflective</p>		<p>Check out our department's Instagram page, run by me our National Art Honor Society Executive Board. We post staff and student highlights, pictures from our art shows and updates on important events and announcements.</p> <p style="text-align: center;">@MvilleCreates</p>	

Behavior Intervention Plan Evidence of Evaluation



Behavior Accountability Log

Manhattanville Learning
Academy
Grades 9-12

Week

_____ - _____

Student's Name				
Monday	Tuesday	Wednesday	Thursday	Friday
Homework Done? Y__N__NR__				
Classwork Done? Y__N__				
Classwork Quality Great__ Good__ Needs Work__				
On Task 1__ 2__ 3__ 4__ 5__ (5 is the best)	On Task 1__ 2__ 3__ 4__ 5__ (5 is the best)	On Task 1__ 2__ 3__ 4__ 5__ (5 is the best)	On Task 1__ 2__ 3__ 4__ 5__ (5 is the best)	On Task 1__ 2__ 3__ 4__ 5__ (5 is the best)
Teacher Comments				

Subject:

Teacher's Signature: