

Classroom Management Plan Reflection

Hello! My name is Mr. Warren and I will be your art teacher for this year. This is a Classroom Management Plan. If we break down each of those words, you'll find that this document is a way for us – you as students, and me as teacher – to organize behavior in our class. The reason I'm handing this to you is so that you can agree to our terms together and change what we need to. There's even a part at the end of this document where you can sign if you agree. And if you disagree, we'll have a conversation about it in class to come to an agreement. Because that's what conversations are supposed to be!

Teaching Philosophy

To give you an idea of what other things I believe in, I have a very serious paragraph for you to read here about the way I want to lead our class. Have a look:

In my teaching practice, I find it incredibly important to center student learning on the people around them. Groups of students who are learning the material together will build a stronger foundation and improve upon their skills and understanding when they are tested in their real and local communities. I believe that students have a right and responsibility to learn in a way that will directly affect them and their lives, and to that point they should have some direction in their curriculum. My role in a classroom is to act as a guide: suggesting students toward helpful materials and experiences, encouraging risk-taking and critical thinking, and ensuring safety and perspective among the student body.

Classroom Expectations and Rules

Our classroom expectations are KINDNESS, TRUST, and PERSEVERANCE. These are three values that you can expect from me, and that I will in turn expect to see in you.

| Kindness | Trust | Perseverance |
|---|--|---|
| means being good to each other. | Is knowing that we will be good to each other. | Is hanging in there when the going gets tough |
| <ul style="list-style-type: none">• Listening when others speak and considering other perspectives• Using appropriate language | <ul style="list-style-type: none">• Being on time and ready to participate• Completing assignments honestly• Using materials correctly | <ul style="list-style-type: none">• Taking and giving constructive feedback• Coming to class even when you don't want to• Finishing an art piece that's frustrating you |

Grading

Participating in class will count towards your grade. Please do your best to speak up in class conversations. Artwork will also count towards your participation grade. It is mandatory to participate in critiques to value everyone's time and work.

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Attendance will be taken 15 minutes after class begins. If you will be absent, please let me know ahead of time or contact the office.

Submitting classwork will happen at the end of class unless an extension is given. When your table is cleaned up and your name is on your work, you may leave your piece on the table to be collected for grading. A three day extension will be given to any project you ask as long as you ask before the day it is due.

Your art will never be graded on how “good” or “bad” it is. As long as you try new techniques, follow directions, and think critically, you will succeed in this class.

Classroom Procedures

- ❖ If you need my assistance, you can call my name once, or raise your hand and wait until I come to you. During working times, it’s also okay for you to walk up to my desk with any questions or comments you may have.
- ❖ During question and discussion sessions, I encourage you to speak out as soon as you have an idea and have thought about how it fits into the conversation. It’s up to you to be mindful of when other people have spoken too. If you think someone else hasn’t spoken in a while, you can prompt them, or wait until I do.
- ❖ Students are allowed to leave the classroom for one bathroom break per hour. Please do your best to leave for the bathroom during working hours. If it’s serious, and during critique or lecture, let me know and I’ll allow it.
- ❖ All of the mandatory materials for this class will be provided by me. HOWEVER! If you feel very strongly about your own supplies, please feel free to bring them in! I encourage you to share not just ideas but tools with your fellow classmates. We will do our best to respect shared items.
- ❖ There will be a place to hang up backpacks, coats, and lunchboxes in the corner of the room. We place them over here so people will not trip on them moving around the classroom. Take your journals and anything you may need out of your bag and place them on our tables at your seats. I encourage you to use our mini-easels for your phones, which will be available at each table, in case your parents need to contact you, or if you want to look up a fun reference to draw for class.

Disciplinary

Every student in class is expected to adhere to these expectations and rules, and follow our procedures. Failure to comply with these will have a different consequence depending on severity. I will always want to have a conversation with you first. If that fails to cause understanding, then we will involve administration and parents as necessary.

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Reflection

So what do you think? I hope that you will find this plan extremely agreeable. However, I am an art teacher. I'm always open to feedback and suggestions.

1. What are the three expectations in Mr. Warren's Art Class?

2. What expectation would you add?

3. Which rule is the most important to you?

4. What rule would you add?

5. What are the three ways students will get graded in Mr. Warren's Art Class?

6. Is there anything you would like to change about our Class Procedures?

After completing this and signing below, please turn this document in to Mr. Warren so he can read your feedback and implement it into the plan. We will talk as a class about the plan on the first day of school, so if you have any questions or forget to add something, we can discuss things together.

Agreement

I, _____, agree to be a kind, trustworthy, and persevering artist in Mr. Warren's Art Class for the school year of _____. I will be good to my classmates, I will expect my classmates to be good to me, and I will not give up when it gets hard. I understand that my grade will be based on participation, attendance, and submitting classwork, and never on how "good" or "bad" my art is. I will call for help when I need to, contribute to discussions how I can best, only go to the bathroom once in an hour, and hang up my personal items so no one will trip. I understand that if I do not meet one of these pieces of the agreement, I will have a discussion with Mr. Warren about what to do next.

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Name: _____

Date:

I really enjoyed writing this Classroom Management Plan! A lot of it felt like second nature, especially after all of the work that we have done in class to speak to our teaching philosophies. Thank you for a wonderful assignment, it was really good practice.

I have a couple favorite parts of my classroom management plan. I am very attached to my teaching philosophy as I feel it accurately reflects my feelings and practices. It was very helpful to go over it in class and receive feedback from my classmate. I loved learning about progressivism and social reconstructionism, and I hope that those two values shined through in my plan. A third existentialism pillar rose to prominence after the main two, which I did my best to include as supplement. I also liked being able to use the Academic English and jargon in my philosophy in case students wanted to see it, contrast against my laid-back introduction. I am also quite happy with my Classroom Expectations and Rules, though I had slightly too many rules. The expectations are based off of an exercise we did at the beginning of the CTR program in Orientation, where we were given a list of adjectives that could describe a teacher and eliminated values until we found what was closest to our hearts. I chose to use those here so students would understand where I am coming from.

I think I would like to have a more organized or distinct list of Classroom Procedures, but it is slightly difficult without a Curriculum or knowing the classroom I will be assigned to teach in. I am only running off of my imagination here. I also would like to see if my teaching philosophy changes over time or if it stays the same.

An inspiration that I speak to quite a bit in my philosophy as a teacher and thus in my plan is Paulo Friere and specifically his work in Pedagogy of the Oppressed. In particular, I resonate powerfully with the idea that teachers should teach students and be taught by students in turn. I hope that in my laid-back tone of voice and disciplinary actions, students will not see me as a figure of ultimate authority. I hope that my long paragraph of teaching philosophy will show my students how I feel about teaching, and how I feel about them, and that I do take this work seriously. I hope that in seeing our Classroom Expectations, students will know that I am not the only one holding them accountable – that they're holding each other accountable in our class and actually, are also holding me accountable as well.

I'd like to print and hand out my classroom management plan ideally to students before the class, if they met me before classes start. Otherwise, I'd like to hand this out to students on the first day of school, read it and go over it with them, and have them sign and return the final slip to me or take it home to bring back the next day with their ideas. It'd be great if they showed it to their parents. I'd check for the written pieces of the agreement, and then we'd spend some time on the second day speaking on what we needed to. I imagine our first and second days of school will mostly be getting students used to the studio space and not much lesson planning, just icebreaking activities and breaking in our sketchbooks.