

Management Plan

Name of School	
Teacher name	Mr. Kulkarni

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Management Plan Component	Details of each Component	Descriptions
A. Rules for our classroom	<u>Our classroom rules are:</u> <ul style="list-style-type: none">• Kindness• Ownership/Responsible• Participate	<u>How will students know the rules? Will they be posted? Why are these rules important?</u> Teacher will explain to new students at beginning of every semester. Rules are explicitly stated in handbook/syllabus, which will need to be signed by parents.

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<p>B. Positive Recognition (Rewards)</p>	<p><u>Short-term Individual Positive Recognition</u> How will you recognize students immediately for their behavior/academic success? Some examples include: verbal praise, prize box, group recognition (like peers clapping for them), stickers, etc.</p> <ol style="list-style-type: none"> 1) Verbal praise 2) Dojo Points 3) Stickers 4) Peers clapping for them 5) Behavior narration <p><u>Long-term Individual Positive Recognition</u> How will you reward individuals over time? For example, a pizza/donut party for everyone who achieves a certain level, a medal for students who were accepted into all-state, etc.</p> <ol style="list-style-type: none"> 1) Parties 2) End of Year award or medal 3) Call parent for positive report <p><u>Short-term Group Rewards</u> How will you reward your group immediately? Examples: Round of applause, patting themselves on back, Oreo, roller coaster, stickers, etc.</p> <ol style="list-style-type: none"> 1) Round of applause 2) Oreo clap 3) Dojo points 4) verbal praise <p><u>Long-term Group Rewards</u> How will you reward your group over a certain period? Examples: end of the year trip, Christmas party, free period, in-class popcorn party for earning a certain number of points.</p>	<p><i>The ultimate goal of extrinsic rewards is to lead children to be motivated intrinsically. How will you recognize students for good behavior, good attitude, working hard, etc.? Are these behaviors equal? Here are some examples from secondary and elementary classrooms:</i></p> <ul style="list-style-type: none"> • Verbal compliments are rewarded to students who follow directions, participate in learning, and demonstrate proper classroom etiquette (sitting quietly, listening, paying attention). • Individuals who demonstrate exceptional behavior and success will be given opportunities to audition for a higher band. • If they follow instructions and show the teacher they are listening, the band will be allowed to pack up earlier than normal. • If talking is minimal throughout the week, the teacher will allow the last 20 minutes of Friday's class to be story time. • A Band Banquet is held at the end of every academic year, allowing students to vote for their peers to receive certain awards.
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		1) End of the Year Trip 2) Post-concert party 3) Free period 4) Christmas/end-of-year party	
C. Corrective Action (consequences)	O f f e n s e	Action	Consequence
			<u>Actions students will likely do that may be in violation of your rules but do not merit a consequence from the hierarchy at left.</u>

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What happens when students break the rules?	1	Nonparticipation Talking out of Turn Accidental harm of students or instruments Accidental use of inappropriate language Tardiness Eating	Verbal Warning (optional) Students can be told to wait in the office. The teacher arrives shortly after to talk to them one-on-one.	<p>My examples:</p> <ul style="list-style-type: none"> ▪ Forgetting the location of his or her seat (within reason) ▪ Crying ▪ Forgetting their music or pencil (one time only) ▪ Eating or chewing gum before playing (one time only) <p><u>Actions students will likely do that will be in violation of rules (this list is just some examples):</u></p> <p>My Examples:</p> <ul style="list-style-type: none"> ▪ Shouting ▪ Purposeful disrespect to others or instruments ▪ Talking when the teacher is talking ▪ Constant smart phone usage ▪ Leaving seat without reason
	2	Screaming; constant interruption of learning; anything distracting others from learning Not participating (repeat) Negligent harm	Individual meeting and (optional) mark up: Teacher will meet privately with student to discuss future corrections to behavior. Teacher may document the incident if recurring.	
	3	Severe level of inappropriate use of supplies/instruments Constant, purposeful disrespect of teacher or peers	Individual meeting, write up to admin, and email home: notify administrators of repeat offenses. Ask parents for help in email.	
	4	Discrimination	Email home to parents /	

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		<p>Throwing items (purpose)</p> <p>Inappropriate and/or unwanted touching (within reason)</p> <p>Repeated past offenses</p>	<p>guardians and write up:</p> <p>A mark that explains infraction, explanation of consequence student has chosen to receive; reminder of correct behavior, administration of the next consequence, & warning that next infraction means removal from the class</p>	
	5	<p>Destruction of school property</p> <p>Bullying</p> <p>Fighting</p> <p>Threat of physical harm to self/others.</p> <p>Any purposefully violent act</p>	<p>Referral and removal from classroom.</p>	

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• INSTRUCTIONAL ACTIVITIES • INSTRUCTIONAL ACTIVITIES • INSTRUCTIONAL ACTIVITIES •		
D. Behavior Expectations for Instructional Activities	Criteria your expectations must meet	Descriptions
Teacher-led whole-class Instruction (or Ensemble work for secondary)	What exactly should students do during teacher instruction?	<p><u>3 or 4 specific, observable behaviors that your students must do (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> • All eyes and ears to teacher • No distracting noises or movements, including no excessive cell phone usage • Participate in playing and discussing • Students must <i>look</i> like they're paying attention
Independent Practice	What does independent practice look and sound like for most activities?	<p><u>observable behaviors</u></p> <ul style="list-style-type: none"> • Students will be silently airing and fingering their parts • No talking with others while working on part • Students will be ready to demonstrate in front of class when teacher asks
Working in Pairs	<p>How do students work in pairs? How do they find partners? What do they sound/look like?</p> <p>Teacher assigns pairs based on part similarity. Pairs go to separate room to practice away from full band rehearsal.</p>	<p><u>observable behaviors</u></p> <ul style="list-style-type: none"> • Students will be productive in relation to playing music • Students will carefully listen to what his/her partner is saying • Student will be prepared to tell the class what his/her partner said • If the pair is practicing playing, then the pair must be prepared to play it together, alone, or with the whole band
Small Group Work Or	<p>How do students work in small groups? How will they find group members? What do they sound/look like for most activities?</p>	<p><u>observable behaviors</u></p> <ul style="list-style-type: none"> • Students will be productive in relation to playing music • Students must not be disruptive; they must follow the rules stated in the handbook • Every student must participate cooperatively with the entire group • Every student must be able to play the assigned part better than before

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Sectionals	Teacher assigns sectionals during class period; they pick a student to lead the section. Students go to a separate room.	
Centers	How will you explain the centers? How will students know where the centers are? What will they do/sound/look while at the center? How will they know when to switch centers? 1)	3 or 4 specific, observable behaviors that your students must do (address verbal behavior, movement, and participation)

• PROCEDURES • PROCEDURES • PROCEDURES • PROCEDURES • PROCEDURES • PROCEDURES •		
E. Required Procedures	Criteria	Description
Entering the Classroom	How will students enter the classroom each day?	<ol style="list-style-type: none"> 1. Students enter the classroom, keeping voices at speaking level 2. Students will walk, not run 3. Students will find their instruments, go to their seat, and begin assembling their instruments; they are responsible for finding their own chair and stand 4. Students will follow directions on the smartboard/whiteboard: "air play through number 15 in book", "low brass, work on these measures. Woodwinds, work on these measures" <p><u>Detailed description:</u> I will supervise the students' arrival, making sure they are acting appropriately. If students have questions or problems, I will attempt to answer/fix them before rehearsal starts.</p>
Attention-getting Signal	What will students look/sound like after giving the signal?	<p><u>Signal examples:</u></p> <ul style="list-style-type: none"> • The bell ring signals start of class; teacher calls attention to podium • Teacher calls, "Hey, band!". Students say, "Hey, what?"
Daily Assignments		<ul style="list-style-type: none"> • Students will actively listen to all instructions • Students will give their best effort every day • Students will accept mistakes

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Writing Instrument		<ul style="list-style-type: none"> Students are responsible for their own pencils Peers may lend pencils to others Middle: Extra pencils can be given to students at the cost of a sticker
Musical Instruments	What are your procedures for handing out instruments? What should students do when they receive the instrument?	<ul style="list-style-type: none"> Teacher emphasizes that students' instruments are worthy thousands of dollars: treat them with delicacy! Instruments will be retrieved by students at start of class Instruments will be put back in proper place at pack-up time Instruments are assigned to students who need them: inventory written in Excel spreadsheet
Classroom Materials	Describe how students will use class materials? 1. Classroom materials must remain in good condition. 2. Students must be safe.	<ul style="list-style-type: none"> Extra copies of music <ul style="list-style-type: none"> Students will notify teacher that they are missing their music. Teacher will get their part from a folder with extra copies. Chairs and stands must be treated with care
Getting Teacher's Attention	1. Student must raise hand and wait to be called on	<ul style="list-style-type: none"> "Please raise your hand and wait for me to call on you before you speak"
Finishing Work Early	1. Students must be on-task on 2. Students may not disrupt others who are still working	<ul style="list-style-type: none"> When students are finished, they will raise their hand and wait for instruction
Personal Needs	Students may excuse themselves if it is an emergency, if they need to use the restroom, or if they are called to the office	<ul style="list-style-type: none"> Students must notify the teacher before leaving the classroom
Interruptions	During announcements, students (and teacher) must be silent.	<ul style="list-style-type: none"> Students will be silent any time a voice comes over the intercom
Lining Up	1. Students must know exactly where they are to be within the line. 2. Students must know what distance to keep between themselves and the student in front of them.	<u>Middle school:</u> <ol style="list-style-type: none"> Make sure your chair is straightened, stand is pushed down, and all belongings are collected Wait patiently to be called on by teacher Teacher calls individuals by name who are sitting silently to line up. Students will be silent in line and follow hallway rules

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	<ol style="list-style-type: none">3. Students must wait to be called before lining up4. Students must get into line silently, and remain silent while in line	
Emergency Drills	<ol style="list-style-type: none">1) You and students must follow the procedures outlined by your school.1) Students must silently follow your directions.2) Students must be back on task within 2 minutes of the emergency drill conclusion.	<ul style="list-style-type: none">• Will keep quiet and calm as we exit the school• Listen for all directions

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Student	Date(_____)					Date(_____)					Date(_____)					Date(_____)					Date(_____)				
	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	other	E	S	N	U	Other
	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other
	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other
	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other
	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other	E	S	N	U	Other
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