

Classroom Management Plan by Stef Prieto

This classroom functions through cooperation between all students and the teacher, by embracing our Consistent Values and Collective Culture and practicing responsibility and accountability in order to support the classroom environment. When these expectations are met, our classroom can facilitate learning, growth, and creation. When the classroom culture is disturbed, there are a number of consequences that can follow. We discuss our consistent values and develop our collective culture during the first week of school. Each student has a copy to keep in their sketchbook.

Consistent Values

Respect surroundings and each other.

Try your best and embrace what happens.

Treat others how you wish to be treated.

Collective Culture

We define respect as _____

We communicate that we need help by _____

We want to be treated _____

Consequences

Reprimand	Student may receive up to three in one class period
Loss of device privileges	After three reprimands, depending on the misbehavior
Take a breather	Student is having emotional reaction, repeatedly disrupting instruction
Written agreement	In the case of repeated disruption and violation of expectations
Report to disciplinarian	In the case of physical altercation, threatening harm to self or others

Procedures and Routines

Entrance: Students enter quietly and report to their predetermined seating. Unless otherwise discussed, students should take out their sketchbooks and a writing utensil and wait for instruction. Students know that if they are not in their seat within the first two minutes of the bell, they may not be marked as present upon taking attendance.

Call-and-response: Individual classes decide which method the teacher may get their attention. For example: Teacher says "Mona," the class should respond "Lisa."

Volume control: Students may have quiet conversation during work time, music will be played in the background to provide a reference for acceptable volume. Students may also listen to music or other audio with headphones but have one ear free. If students hear the music quiet down, they know to lower their speaking voices. If the teacher is unable to get students' attention this way, they may dim the lights to call for complete silence.


Caring for our work and workspace: Each student has a sketchbook they should bring with them to class every day. Students are responsible for putting their name on all their work and turning it in directly to the teacher or making sure it gets in their designated portfolio area.

Seating and individual roles: Students have predetermined classroom roles depending on their seating. For every table or group of at least four students, there will be a material mover, a material washer, an artwork transporter, and at least one spot cleaner.

Dismissal: Students should start picking up at least five minutes before the bell, and will know that they are dismissed by the condition of their workspace, not the bell. If the bell rings and artwork and materials are put away, and workspaces appear as they were at the beginning of class, students may leave.

CLASSROOM CUES

VOLUME CONTROL:

If the music gets quiet,
you're being too loud. 

If the room goes dark,
you should fall silent! 

COMMUNICATION:

To get my attention, raise
your hand and wait. 

To get your attention, when
I say "Mona" you say "Lisa" 