

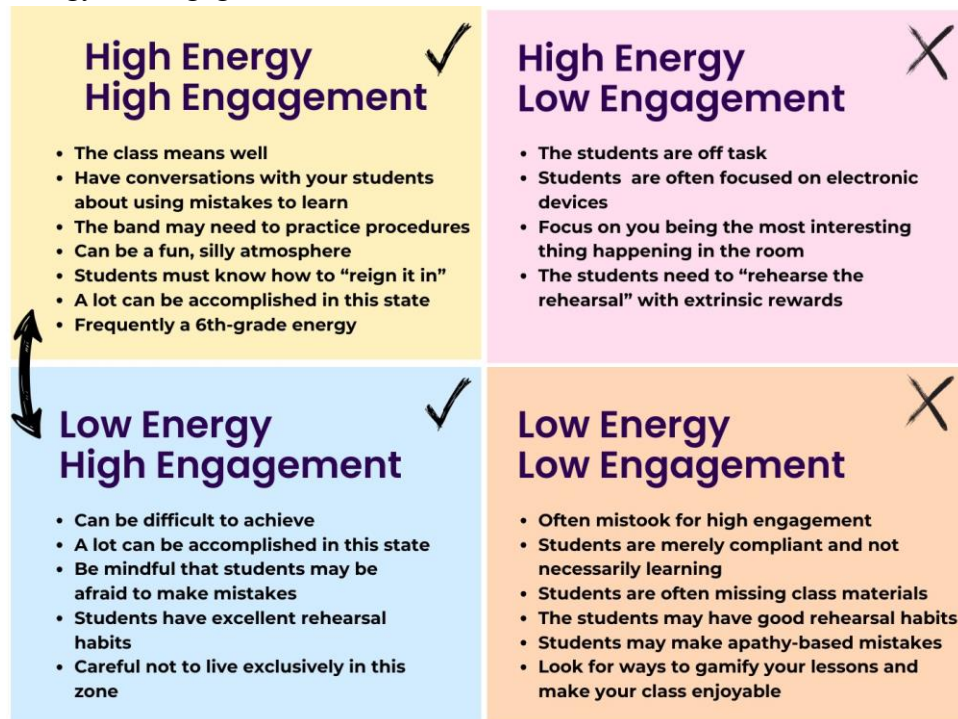
Where Research Meets Practice: Classroom Management for the Modern Middle School Band Director

Dr. Robert J. Grogan III

Classroom Environment

- Do you take responsibility for your classroom environment?
- The classroom environment is a reflection of your ability to management (relative to the students' base-line)
- Have the attitude that you are in control – Teacher Efficacy
- Everything in the room needs to happen with your approval
 - Teachers who do not take responsibility for their classroom environments are often the ones who complain the most about students and have poor management skills
- Is your band room SAFE?
 - Make yourself consistent and predictable
 - Work to make your tone calm, welcoming, respectful, and free of condescension?
 - Avoid talking over children
- Talk about failure and embrace it as part of the process
 - Students need to feel free to fail
- Do you focus on the positive?
 - Thank classroom pro-social behaviors
 - Focus on what you want to do rather than not to do
 - Deliver frequent acknowledgement for positive behaviors
 - Students who receive frequent praise demonstrate higher levels of engagement (Lloyd, Bowers, & Bowers, 2010)
 - Aim for the 4-1 ratio

- Energy vs. Engagement



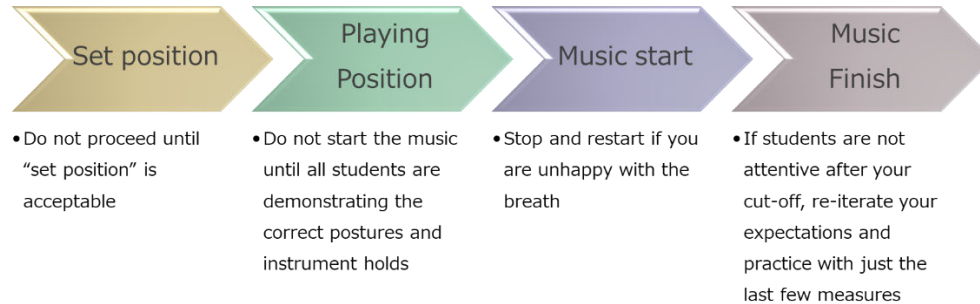
- Do you work to build relationships?
 - Teachers should work to build enduring relationships that extend beyond the classroom (Ridley & Walther, 1995)
 - Relationship building can be challenging with adolescents because of their preoccupation self autonomy and self-expression. Therefore, relationship building should be authentic (Bondy et al., 2007)
- Ideas for building Relationships
 - Greet students at the door
 - Let students to tell you about themselves
 - Show your sense of humor
 - Learn their names
 - Share your interests
 - Have things up in your office that represent your interests and can be conversation starters with students
- Are you culturally reflexive?
 - Do you see yourself in a socio-cultural context?
 - Do you consider how your students perceive you?
 - Learners from different backgrounds come to knowledge differently
 - Educators must examine their own biases and stereotypes to prevent bullying or harassment (Boucher et al., 2010; Grogan, 2022).
- Ideas for ethnic and cultural inclusiveness

- Print programs and send emails in English and the language predominately spoken by the students at home – (Brian Nichols)
- Listen and speak with parents – understand how they may support their child's education
- Understand how their beliefs regarding expectations and discipline
- Find opportunities to program music that the student's enjoy or represent the students' ethnicities

Expectations and Procedures

- Procedures over pedagogy!
- Both procedures and expectations are best taught and practiced at the beginning of the school year
- You cannot effectively teach pedagogy unless your classroom has a “groove” with its procedures. The kids will learn to feel comfortable, safe, and will enjoy the rhythm of your classroom once the procedures are in place.
- Examples of classroom procedures
 - How to enter the room
 - What to do with bookbags and instrument cases
 - How to manage lockers
 - How to treat the equipment
 - Dismissal
- Classroom procedures and expectations need to be:
 - Clear
 - Concise
 - Nor more than 3 to 5
 - On display
 - Repeated VERY frequently
 - Phrased in the positive
- Example of our classroom expectations – Barber Band Members:
 - Give the podium 100% of their attention
 - Only worry about themselves
 - Are content without others' attention
 - Respond appropriately
 - Are respectful of everyone's time
- Additional Expectations:
 - Expectations for when you are on the podium
 - Define posture, set position, and playing position
 - Music cut-offs

- Items needed for class
 - Tuner w/ pickup mic
 - Pvc pipe breathing tubes and/or balloons
 - Pencil
 - Folder with all music
 - Instrument
- Example Rehearsal Expectations

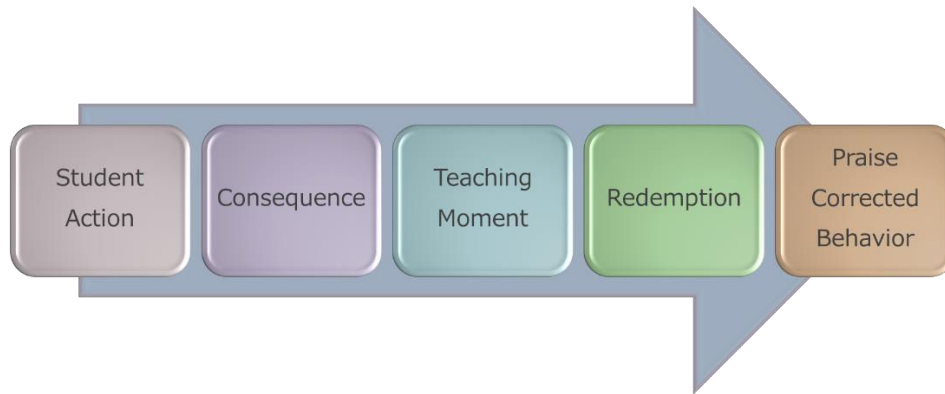


- *note: you need dogmatic consistency for this to work

Accountability and Intervention

- Always work to understand the “Why?”
- You need to be consistent with your accountability and interventions
 - you must be resilient!
- Students need to feel it is more convenient for them to follow procedures and expectations than not to
- Behavioral Interventions should never be:
 - Petty
 - Embarrassing
 - Without the possibility of learning and redemption
- Common behavioral interventions
 - Redirection
 - Proximity
 - Eye contact
 - Create a visual cue specific to the child that reminds them to self-monitor
- Make sure that you are the most interesting happening in the room.
 - Far more interesting than an electronic device or friends next to them
- Create a hierarchy of interventions –Try your best to avoid singling out students
 - Thanking neighbors for appropriate behaviors

- Broad generalizations – ie. “Trumpets, it is important everyone sits with good posture so we can make our best sounds.”
- Make eye contact – wait for appropriate behaviors
- Notify the individual and issue consequence – try your best to do this in private
- Steps for following through with a behavioral intervention



Student Engagement and Motivation

- Incentives
- Intrinsic v. Extrinsic Rewards
- Incentives meet children where they are at
- Extrinsic rewards are not bad – they are crucial for behavior modification (Deci & Ryan, 2000)
 - We should work to use extrinsic rewards as a means to teach children to internalize their motivations (Grogan, 2022)
- There is a hierarchy of extrinsic rewards
- Self-Determination Theory (Deci & Ryan, 2000)
- Hierarchy of Intrinsic and Extrinsic Motivation

Non-motivation	Extrinsic	Extrinsic	Extrinsic	Extrinsic	Intrinsic
"I do not try in band"	"I work hard in band class for a reward"	"I work hard in band because it's a habit"	"I work hard in band to be better"	"I work hard in band because I have pride"	"I work hard in band because I enjoy making music"

- Student Engagement and Motivation

Building Positive Classroom Environments and Increasing Student Engagement



- Student engagement is positively correlated with less frequent classroom disruptions (Skaalvik & Skaalvik, 2017; Wang et al., 1993).
- Children become engaged when they value the content (National Research Council, 2012).
- When students are held accountable for their learning via assessments, they are more likely to value the instructional content and achieve at a higher level (Lepper & Henderlong, 2000; Pekrun et al., 2009).
- When students perceive they have high ability for an activity, they are more likely to have positive self-efficacy and motivation (Bandura, 1997; Wigfield & Eccles, 2002).
- In short: A band that plays well, behaves well.
 - Focus on building ability through accountability to create a positive classroom environment with motivated young musicians.

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