

Classroom Structure, Documentation, and Communication Plan

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TLED360

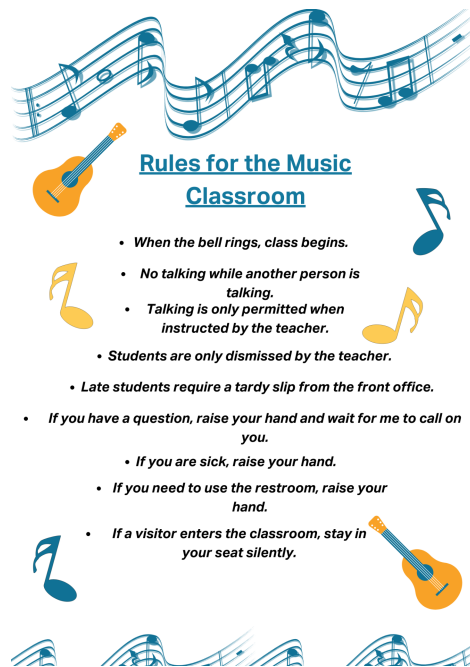
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Rules/Norms, Procedures, and Consequences

Within the general elementary music classroom there is a long list of procedures that need to be followed in order to maintain proper flow of any given lesson plan. Before the school year even begins I will set a general pacing guideline that coincides with the Standards of learning for the school system. My classroom norms are different from year to year as I must differentiate my teaching to any given set of students. In the first week of classes we will develop these norms together such as entering the classroom silently, taking your seat, and waiting for instruction to begin. If our set of norms is not followed there will be a tiered system of response in repercussion of the actions of the students. The tiered system will start with a verbal warning then move to an individual talk, if the issues continue there will be a phone call home followed by a parent teacher conference. After we set our classroom norms they will eventually become our procedures that I will write into a document and give to all the students and parents (Mark/Madura Pg. 105). As a music educator I will have to maintain a strict set of documents in order to have grades up to date as well as maintain structure in the classroom. These documents will entail recordings of the students playing, hard copies of original classwork, as well as an up to date gradebook.

Artifact #1: List of classroom rules



This artifact is a list of classroom rules for my music classroom. This list will be read to the students on the first day of class and posted in the classroom. I will post this in my classroom so students may be able to read it. This list will also be posted so that I may be able to reference it during class if students are not following them.

Artifact #2 Procedure: Enter the classroom silently.

Entering the Classroom Silently

Students will line up, single file, outside the classroom. I will meet them at the door and greet each student as they enter the classroom. Each student will enter the classroom and silently find their seat.

For this procedure I require that my students enter the room silently one at a time. That way I can start to take attendance as they walk in the door. As well as taking attendance it allows me to start the class with an engaging call and response activity. It also makes sure that the students are listening and prepared to start the lesson.

Artifact #3 Procedure: Restroom Procedure

Restroom Procedure

If a student needs to use the restroom they must quietly raise their hand and wait to be called on. Once the student has been called on they may request to use the restroom. I will decide if it is an appropriate time to use the restroom. If the timing is appropriate I will provide the student with a hall pass and they may quickly go to the restroom and return. Only one student is allowed to go to the restroom at a time unless I decide to walk the entire class to the restroom.

This procedure will be used anytime a student needs to use the restroom. Only allowing one student out at a time will limit interruptions to instruction. Young students may have to use the bathroom more often than older students. Taking this into consideration, if a large number of students need to use the restroom, I may decide to escort the entire class to the restroom.

Documenting Rule Violations

As an educator it is very important for me to maintain a solid set of documentation from classwork to disciplinary action. From my limited experience in the education field I have found multiple ways of maintaining these types of documents and found that it is different from school to school. My first step for documentation will most likely begin with making sure I cover everything that is required of

me from the school that I work for. I would start there in order to cover my bases as to hold my students accountable for their actions. On top of the required school rules I also tend to take note of anything special such as birthdays and possible sporting events from my students. I believe that this helps me form a special bond between myself and my students. I plan to eventually teach in Virginia Beach and they use an online system to maintain grades and disciplinary reports, but on top of inputting it digitally I plan to make phone calls and meet with parents face to face to discuss any possible issues.

Artifact: Parent vue (*Family Portal (parentvue)* 2023)

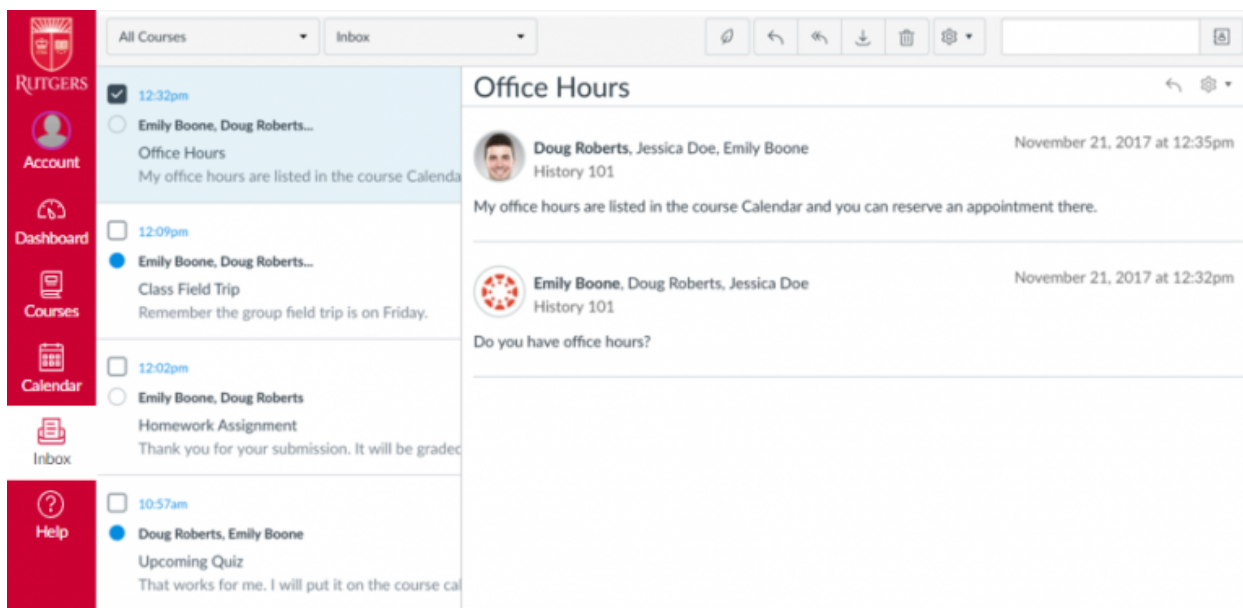
The screenshot displays the Parentvue interface for SFUSD. The main section is titled 'GRADE BOOK' and shows a list of classes for a student in grade P2. The classes listed are '2: Debate 1', '3: NGSS Biology', '4: CCSS Algebra 1', and '5: English 1'. Each class entry shows a grade of 'N/A' and '0.0%' completion. The 'Upcoming Assignments' section on the right lists 'Wednesday 9/23 Do Now #8 (Slide 10)' with a due date of 09/30/2020 and 1 point. The interface also includes a sidebar with navigation options like Messages, Calendar, Attendance, Class Schedule, Class Websites, Course History, Report Card, School Information, Student Info, State Tests, and Documents.

The above artifact is a screenshot of Parent vue which is used by Virginia Beach public schools. This system is used to maintain views on grade and disciplinary actions. Here I will document any rule violations and grades for all students. This system is nice because students and parents can access it and keep up to date with grades and violations.

Communication With Families

As educators we tend to get very busy not only teaching but grading, learning about our students, and playing many other roles, but I want to make sure it is a focus of mine to make sure there is a stable line of communication from my classroom to the parents. I first want to set a rapport with the parents during the open house so that they know what I stand for and what my guidelines are for my classroom. After this I will be sending out multiple progress reports throughout the school year in order to be as transparent as possible with the academic standing of their students. On top of the progress reports I will reach out once a student is no longer in good academic standing within my class in hopes to come up with a plan for remediation. Through my research into my future career in elementary music education in Virginia Beach I have found that they use two main systems: Parent Vue and Canvas. Both of these systems have layers of communication for both parents and students alike. These systems are very intuitive and allow for ease of communication. They allow me to send out announcements and for parents and students to send messages through the onboard system of Canvas.

Artifact: Canvas (*Sending messages in canvas 2019*)



I plan to use canvas within my classroom as it is what VBCPS uses as of the past year. Through communication with my colleagues who are currently teaching it is a very simple yet intuitive system that works. I have taken a few moments to get used to it and I have been able to make it to where it is a landing page for everything within my classroom for parents and students alike. On this system I will incorporate my syllabus lesson plans as well as my classroom guidelines. Through Canvas I would also be able to upload classwork incase of emergency situations such as me being ill or a student needing to make up an assignment. The above screen shot shows the messaging function. I will use this to communicate with my students.

References

Family Portal (parentvue). SFUSD. (2023, February 13).

<https://www.sfusd.edu/services/family-supports-services/family-school-communications/family-portal-parentvue>

Mark, M., & Madura, P. (2009). *Music Education in Your Hands: An Introduction For Future Teachers* (1st ed.). Routledge Taylor and Francis Group.

Sending messages in canvas. Canvas. (2019, April 8).

<https://canvas.rutgers.edu/documentation/general/sending-messages-in-canvas/>