

IT TAKES A VILLAGE

Andie Troutman, Band Director
Jennifer Rogers, Associate Band Director
Lauren Ambeau, Principal

Creative Classroom Management Solutions

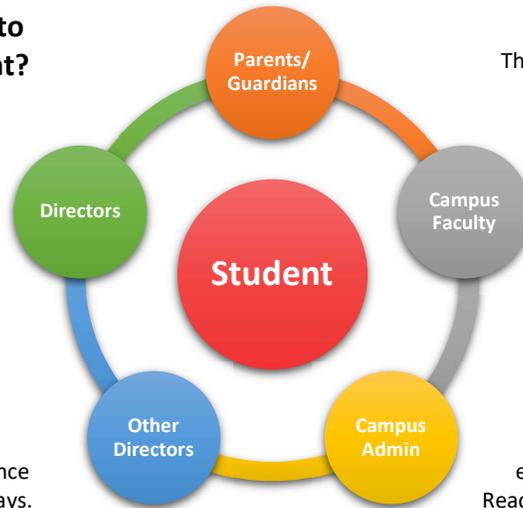
Brookside Intermediate, Clear Creek ISD, Friendswood, TX

What are some of the obstacles to effective Classroom Management?

Large classes, lack of procedures, low expectations, no team mentality, lack of expertise or preparation, no assistant, raging student attitudes and hormones, and SO MUCH MORE!

What is a “Village”, and why do I need one?

Directors need support from external sources to effectively develop and manage both individual and classroom behaviors and relationships. Your “Village” includes sources of information, support, and assistance in reaching students in the most effective ways.



Who is in your village?

This diagram shows key groups of people that you should consider having in your **Village**. These groups all play a key role in developing the whole child. Develop these relationships, improve communication, build trust, and encourage involvement from all members of your **Village**.

How do I build my Village?

This handout provides you with specific steps to take as well as some ideas to use to develop relationships and start building your **Village**. The benefits of including each individual **Village** member, and the member’s effect on Classroom Management are discussed. Reach out to us if you have questions or comments!

Students *Reaching the students is our focus and goal. Our Village is built to ensure the success of our students. Students are who all our efforts and energy are for.*

How to develop this relationship to benefit your Village:

- Create a band family, students call each other “band brothers and sisters”.
- Talk to them in the hallways.
- Keep your office door open, don’t close yourself off.
- Ask them questions to get to know them.
- Compliment them.
- Show concern.
- Build trust on both sides, be honest with them.
- Give second chances, and beyond.
- Treat them the way you’d want your own (or your boss’) children treated.
- Be respectful to the kids, be kind.
- Tell them that you care about them, and it’s BECAUSE you care about them that you’ll hold them accountable.
- Be a good listener.

Benefits of this Village member:

- Students will know the band hall is a safe place for them on campus, and a home away from home.
- The students can count on you and their band brothers and sisters to be there for them – creates a responsibility chain.
- Students work harder for a teacher they love.
- Students will make significant lifelong connections with each other and sometimes with you.

Effect on Classroom Management:

- **A relationship with the students fosters ownership of their program.**
- **The students start to see a bigger picture, and they begin to realize that it’s not all about them.**
- **This creates a year-long team where the students care about the progress of their class.**

Parents/Guardians *Your point of contact for the child: the parents, step parents, grandparents, foster parents, guardians, etc. The family unit has become more diverse and complex.*

How to develop this relationship to benefit your Village:

- Be transparent, have an open-door policy, invite them to see class in action.
- Invite families to band concerts and social events when possible.
- Make phone calls home when you can, avoid email for touchy subjects.
- Maintain consistent communication, and LISTEN ACTIVELY.
- Invite them to volunteer for your program.
- Have social media accounts for your program and brag on your students.
- Make positive phone calls home and/or send home postcards bragging on their children.

Benefits of this Village member:

- You gain insight to their home life, past events.
- Helps tailor a discipline management solution for the child, not “one size fits all”.
- Parents are more likely to steer their younger children into your program if they feel good about their child’s experience.

Effect on Classroom Management:

- **Parental support is the most effective way to reduce or eliminate classroom disruptions.**
- **The child is most likely to mimic the relationship they see between their parents and the director.**
- **When the child knows their parents and director are on the same page, it allows for very little wiggle room.**

Campus Faculty *Core subject teachers, other elective teachers, coaches.*

How to develop this relationship to benefit your Village:

- Reach out to them to help students who are failing (“how can I help?”).
- Be proactive about grades from the start, don’t wait until the last week of the grading period to notice.
- Serve as a resource for behavior help (also, ask for help if needed from a different beloved teacher, such as a coach).
- Look for ways to serve one another through cross-curricular projects.
- Go to social activities – don’t live in a vacuum – get to know them on a personal level.

Benefits of this Village member:

- There will be mutual respect for each other’s subject area.
- You will have a team in place to help the student be academically successful.
- You can enlighten one another about what’s going on with the whole child, not just in one subject area.

Effect on Classroom Management?

- **Providing the structure of knowing that all teachers are working together to help the child be successful allows the child very little room for failure and/or misbehavior.**
- **The student realizes the importance of their team of teachers who are there to support them.**

Campus Administration *Principals, vice-principals, counselors, etc.*

How to develop this relationship to benefit your Village:

- Follow the rules.
- Take care of discipline problems in-house when possible, not everything has to go to the front office.
- Have an attitude of service.
- Be on time.
- Contribute to the greater good of the school.
- Share student successes and celebrations at faculty meetings and/or via email.
- Serve as a resource for other teachers.
- Be problem solvers – when there’s a problem, think of possible solutions before you take it to them.

Benefits of this Village member:

- Trust becomes the norm – they trust you to do your job and you trust them when you need to reach out for help.
- You won’t be micromanaged.
- Support both ways.
- They will serve as an advocate for you and your program.

Effect on Classroom Management:

- **If you have a strong, positive relationship with the administration, then they’ll know that you have exhausted all of your options, and you’re coming to them with evidence. We should try to keep small infractions out of their office.**
- **Conversely, they will back you up knowing you’ve got documentation on the student and that parent contact has been made previously. The student going to the office won’t be a surprise to the parent.**

Other Directors

Directors in your feeder patterns (elementary to high school), directors in your school district, message boards, blogs, social media band director groups, director friends that you know in real life and online.

How to develop this relationship to benefit your Village:

- Show respect for one another, let the students see a positive relationship.
- Have an intermediate football game night, take your intermediate students along to enjoy an evening where they get a high school band experience.
- Bring the high school band to play with the intermediate band when you introduce contest music.
- Welcome them into your band hall and put them to work.
- Get together socially when possible.
- Celebrate each other’s successes.
- Send over signs saying “good luck at contest”.
- Brag on them over social media, show pictures/video of them working with your students.
- Invite your high school’s top band to come and practice with the intermediate kids, give the younger students a “high school experience”.

Benefits of this Village member:

- The relationship between directors from elementary to high school promotes better recruiting/retention between all levels.
- Relationship building from which all parties can benefit.
- You can be a sounding board for one another (“How would you handle this?”).
- You all become another set of ears to hear each other’s groups and make suggestions.

Effect on Classroom Management:

- **Past behavior is good indicator of future behavior. This gives us insight to our students and we can better meet their needs. Our elementary teachers help us, and we help the high school directors fill in the gaps of student history, behavior, family life – some personal glimpses that will help us better serve our students.**

Directors *“ME” or “US” (if you are fortunate to have more than one director on your campus).*

Focus Areas:

Specific actions you can take:

Common sayings you can use to motivate and reinforce:

Build Your Village Develop Core Values

- Develop the relationships that were discussed before.
- Pepper in some “core values” for your program. Our district uses these 6 core values:
TRUSTWORTHINESS: Act with honesty in all that you do. **RESPECT:** Value yourself and others. **RESPONSIBILITY:** Own your choices. **FAIRNESS:** Play by the rules and consider the need of others. **CARING:** Be kind to others. **CITIZENSHIP:** Work to improve your school, community, and country.

Control the Rehearsal Climate

- Establish routines. If you don’t, they will.
- Have a basic 3-5 rules.
- If they enter noisily, have them exit and come back in the right way.
- Teach the kids how to be still - *fidgeting is the new normal.*

“Be Prompt. Be Prepared. Be Polite.”
“Show me what quiet and still looks like to you.”
“I’m talking to everyone INCLUDING you, not everyone EXCEPT you.”

“Praise in Public, Criticize in Private”

- In Public (large ensemble, classroom, public events): Don’t make it personal; address things in the global sense.
- In Private (one on one, personal settings): Remain calm, address the behavior, not the student. In a highly-charged conversation, talk to the student with another teacher or administrator present. Don’t settle for silence when speaking one-on-one with a student.

Assess Pre-Correction

- Ask yourself: Is it really a big deal?
- Assume the best of the student.

“What’s your plan?”

Take Corrective Measures

- Give the kids a chance to make it right.
- Teach them how to apologize and still save face.
- Make the punishment fit the behavior.
- Don’t hold a grudge against the student, move on.

“Don’t tell me what you’re going to do, show me.”
“See me after class.”
“If you know better, you do better.” – Maya Angelou
“Shake on it – let’s seal the deal.”

YOUR MISSION: Start building and strengthening your Village members and relationships. Don’t wait any longer. Make a change when you return to school!

Questions, Feedback?

Looking for more information or have questions?
Do you have ideas you would like to share?
Let us hear from you!

Visit our website using the URL or QR code:
<http://brooksideband.org/>



Contact Information:

Andie Troutman
atrouتما@ccisd.net
Jennifer Rogers
rogersj@ccisd.net
Lauren Ambeau
lberryma@ccisd.net

